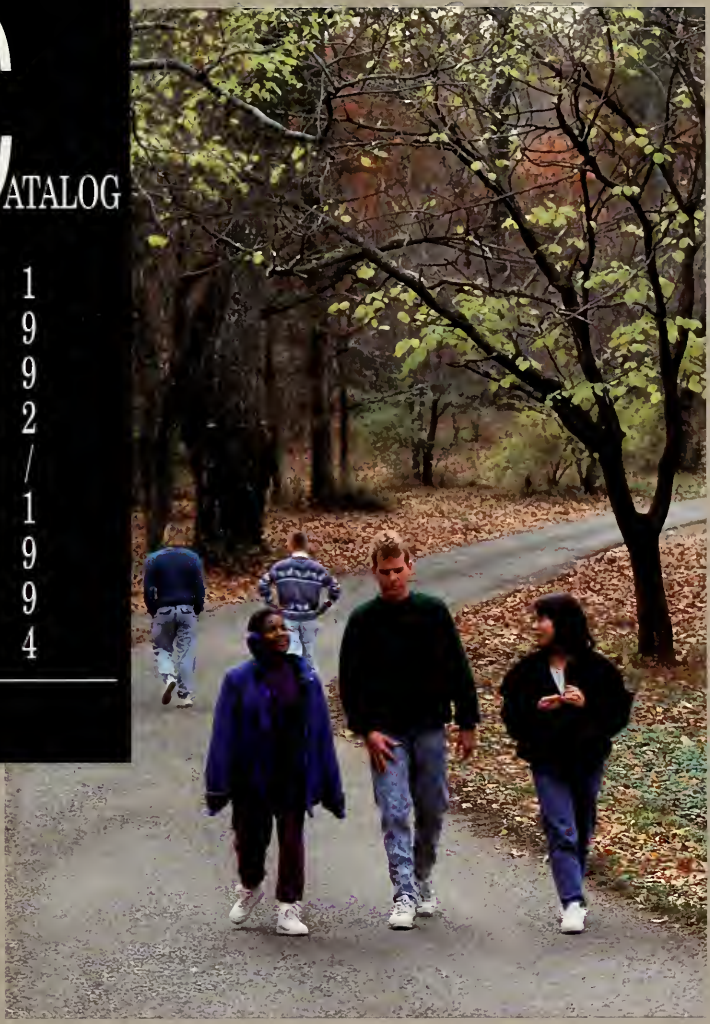
CATALOG

1992/1994



# MARYVILLE COLLEGE

Transfer hours
32
30 45
9 major

$185. overload
17 3649
18 3864
19 4079
20 4294
21 45-89

## Accreditation

Maryville College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees.

The National Association of Schools of Music accredits all of the major programs in music.

The Maryville College programs in teacher education are approved by the Tennessee Department of Education.

# MARYVILLE COLLEGE

**Catalog**
**1992-1994**

**Maryville, TN 37801** **615-981-8000**

**1-800-456-8150**

# Table of Contents

Accreditation ..... inside front cover
Statement of Purpose ..... 3
Maryville College: Past and Present ..... 4
Educational Goals ..... 5
The Academic Year ..... 8
Admissions ..... 11
Expenses ..... 17
Financial Planning ..... 21
Student Life ..... 23
Student Services ..... 25
The College Campus ..... 26
The Academic Program ..... 27
Special Learning Opportunities ..... 31
Career and Graduate School Preparation ..... 39
Academic Procedures and Regulations ..... 43
Specialized Programs of Instruction ..... 53
Bachelor of Arts Degree ..... 56
Bachelor of Music Degree ..... 122
Bachelor of Science Degree ..... 128
Faculty/Staff Directory ..... 133
Board of Directors ..... 144
Index ..... 146

# Statement of Purpose

Maryville College is a liberal arts, church-related college. It strives to be an instrument of liberation and growth for adults of all ages. Through its curriculum the College affirms the continuing values of a broad range of study in the humanities, the sciences, and the arts. Avoiding narrow specialization, the College aims to enhance career opportunities and develop a true sense to vocation.

To prepare students for a world of uncertainty and accelerating change, the College seeks to stimulate purposeful inquiry, to encourage analytical thinking and effective expression, to foster discriminating aesthetic taste and sound judgment, to provide opportunity for developing personal values, and to nurture the deep concern for persons that leads to constructive action.

Founded by leaders of the Presbyterian/Reformed tradition, Maryville College is related to the Presbyterian Church USA in a voluntary covenant. In an atmosphere of freedom and sensitivity, Maryville College bears witness to God's revelation in Jesus Christ who challenges all human beings to search for truth, to work for justice, to develop wisdom, and to become loving persons. Continuing in this vital faith, the College believes that it must listen attentively and humbly to all human voices so that it may hear the call of God no matter how God may speak.

Maryville College is, in essence, a community for learning. This community includes persons with a variety of interests, backgrounds, beliefs, and nationalities. The faculty, as a group of scholars committed to the preservation and advancement of knowledge, emphasizes effective teaching and encourages supportive relationships with students. The students are challenged to grow in academic competence, personal and social maturity, and spiritual discernment and commitment. In such an atmosphere of openness and caring, lasting friendships are formed. Through caring for others on campus and beyond, sharing genuine concern for the world, and working to fulfill the College's purpose, directors, administration, staff, faculty, and students strive to build and strengthen the human community.

Adopted April 1980

# Maryville College: Past and Present

As Maryville College looks to the future it is building on a distinguished past. Founded in 1819 under the direction of the Presbyterian Church, it welcomes men and women of all faiths and ethnic backgrounds. It is the twelfth oldest institution of higher education in the South.

In 1875 Maryville was the first college in Tennessee to award a B.A. degree to a woman. In May, 1954, when state segregation laws were struck down by the United States Supreme Court, the College returned immediately to its earlier policy of admitting students of all races.

The College owes its existence to the vision and perseverance of the Reverend Isaac Anderson, a circuit-riding Presbyterian minister. He believed that what was then called the southern wilderness needed trained ministers and teachers, and he presented his case to the Synod of Tennessee of the Presbyterian Church. The Synod voted to establish in Maryville the Southern and Western Theological Seminary which became Maryville College.

A Maryville education provides a range of intellectual skills, a breadth of knowledge and understanding and a firm base for intensive study in a major field. It also helps the student become culturally aware, service-oriented and consciously ethical with a real concern for values and a capacity for life-long learning.

Maryville's expanding curriculum is revamped frequently to help develop these attitudes and the skills and knowledge needed to live a successful, productive and satisfying life. The College has also tried to internationalize the curriculum to prepare the student for the global environment which marks today's world.

Along with its dedication to academic excellence, Maryville offers the student an opportunity to interact with highly qualified, committed faculty and receive individual attention and assistance during the college years.

Openness has been one hallmark of Maryville's history; creative response to changing needs and circumstances has also been characteristic. Maryville has developed a system of campus governance with a student senate, which enables students to share in decision making.

# Educational Goals

Maryville College seeks to be an instrument of liberation and growth for its students, within the context of the college's stated purpose. The curriculum, and the co-curriculum as well, should be designed to help students emerge into personhood, to become fully human. That over-arching purpose might be approached in a number of ways and with diverse combinations of courses and programs. Whatever its structure, however, a curriculum should be based on a clear and widely-held understanding of what it seeks to achieve. To arrive at such an understanding, those responsible for forming the curriculum must concern themselves first with desired outcomes. The following is an attempt to state such goals – to delineate the outlooks and perspectives characteristic of a free and responsible person, to specify the personal competencies necessary for coping with a world of uncertainty and accelerating change, to suggest the knowledge and insights that should inform an educated mind.

## Attitudes

1. A sense of wonder and a willingness to explore that will facilitate life-long learning.
2. An attitude toward leisure which recognizes (a) the necessity of recreation, (b) the value of creative play, and (c) the opportunities for personal growth and social service.
3. A well-developed social conscience and a commitment to responsible citizenship.
4. Self-confidence, poise, and courage in the face of complexity, change, ambiguity, and adversity.
5. Sensitivity and responsiveness to the individuality and needs of persons of other cultures as well as one's own.
6. An outlook on one's life which brings together its rational, emotional, physical, and spiritual aspects.
7. A view of one's self as being in relationship with nature, society and Divinity.
8. An attitude toward work which embodies a sense of vocation, permits the satisfaction of accomplishment, and recognizes the necessity and dignity of labor as a means of service to present and future generations.

## Skills

1. Ability to observe, read, and listen with discernment.
2. Ability to think critically and analytically on matters both concrete and abstract.
3. Ability to see relationships, to theorize, to synthesize information.
4. Ability to express oneself clearly and persuasively in writing and speaking.
5. Skills necessary to interpret and use quantitative information.
6. Sufficient skill in a second language to carry on basic communication.
7. Ability to accomplish specific tasks and larger goals with little or no supervision; to be self-reliant.
8. Ability to weigh matters of moral choice and arrive at responsible conclusions.
9. Skills to search for and obtain employment suitable to one's talents and interests.

## Knowledge

1. Understanding of the principal approaches to knowledge in order to (a) appreciate the complex relationships of all knowledge, and (b) comprehend the tentativeness of all knowledge.
2. An understanding of man as an aesthetic creature, founded on sufficient familiarity with artistic achievement, language, and experience (a) to know at first hand the discipline and joy of creation in some medium, (b) to develop an openness and sensitivity to the artistic efforts of others, and (c) to find pleasure and stimulation in several modes of aesthetic expression, either by direct participation or interaction.
3. Knowledge of Western history adequate to promote historical thinking and perspective (i.e., to place people, events, major developments and cultural heritage in proper temporal and spatial context), and to provide a shared past as a basis for communication and community.
4. Sufficient acquaintance with a society or culture outside one's own tradition (e.g., for American students, West African, East African, West Asian, East Asian) to be able to (a) define oneself more fully, (b) appreciate the other culture and cultural diversity, (c) engage in cross-cultural dialogue.
5. Sufficient understanding of scientific principles to permit (a) comprehension of fundamental physical processes, (b) awareness of the role of science and technology in contemporary life, and (c) recognition of the potentials and limitations of modern scientific methods.
6. An understanding of the role of religion in human life sufficient to (a) enter into the beliefs and traditions of others and engage in dialogue with them, (b) recognize the interaction between religion and society, (c) clarify and place in perspective Judeo-Christian tenets and practices.
7. Understanding of the structure and functioning of the principal institutions of U.S. society, including government, business and finance, the press, education, religion, and the family.
8. An understanding of human beings as developing individuals, both psychologically and physically, to facilitate holistic health and personal growth.
9. Awareness of one's own talents, potential, limitations, and values, so as to develop a clear sense of self, articulated aspirations, and personal effectiveness in a variety of social and physical situations.
10. Knowledge of some field in sufficient depth to (a) understand what it means to know something well and (b) enable the qualified student to pursue further study on the post- baccalaureate level.

# The Academic Year

The Academic year extends from late August to mid-May. The year is divided into two 15-week semesters and a three-week term in January. Beyond the academic year, the College offers two summer sessions of three weeks duration and two summer evening sessions of five weeks duration.

The College's continuing education program operates on the same calendar, but some courses meet for only half the semester in a more concentrated format. For more details, consult the annual bulletin of the Evening College Program.

## ACADEMIC YEAR CALENDARS

| 1992-1993 | | | 1993-1994 |
|---|---|---|---|
| | | FALL TERM | |
| Aug 15-17 | | Early Orientation. | Aug 14-16 |
| Aug 29 | | Residence halls open for freshmen. Orientation for new students begins. | Aug 28 |
| Aug 31 | | Registration for new students. | Aug 30 |
| Sep 1 | | Registration for returning students. | Aug 31 |
| Sep 2 | 8:00 a.m. | Classes begin. | Sep 1 |
| Sep 3 | 11:15 a.m. | Opening Convocation. | Sep 2 |
| Sep 7 | | Labor Day Holiday. | Sep 6 |
| Sep 15 | 7:00 p.m. | English Proficiency Examination for Sophomores. | Sep 14 |
| Oct 16-18 | | Long Weekend. | Oct 15-17 |
| Oct 31 | | Homecoming/Parents' Day | TBA |
| Nov 12-13 | | Comprehensive examination. | Nov 11-1 |
| Nov 25-27 | | Thanksgiving Vacation. | Nov 24-26 |
| Dec 11 | | Classes end. | Dec 10 |
| Dec 14-17 | | Examination period. | Dec 13-16 |
| Dec 17 | | Residence halls close. | Dec 16 |
| | | JANUARY TERM | |
| Jan 3 | 1:00 p.m. | Residence halls open. | Jan 2 |
| Jan 4 | 8:00 a.m.-noon | Registration. | Jan 3 |
| | 1:00 p.m. | Classes begin. | |
| Jan 18 | | M. L. King Day. | Jan 17 |
| Jan 22 | | Classes end. | Jan 21 |

## SPRING SEMESTER

| | | | |
|---|---|---|---|
| Jan 24 | | Orientation for new students. | Jan 23 |
| Jan 25 | 1:00 p.m. | Registration for new students. | Jan 24 |
| Jan 26 | | Registration for returning students. | Jan 25 |
| Jan 27 | 8:00 a.m. | Classes begin. | Jan 26 |
| Jan 28 | 11:15 a.m. | Spring Convocation. | Jan 27 |
| Feb 2 | 7:00 p.m. | English Proficiency Examination for Sophomores. | Feb 1 |
| Feb 16-18 | | February Meetings | Feb 15-17 |
| Mar 15-19 | | Spring Break. | Mar 14-18 |
| Apr 9 | | Good Friday-Classes end at 12:00 noon. | Apr 1 |
| Apr 12, 13 | | Comprehensive examinations for graduating seniors. | Apr 11,12 |
| May 7 | | Classes end. | May 6 |
| May 10-13 | | Examination period. | May 9-12 |
| May 16 | | 9:30 a.m. Baccalaureate.<br>2:30 p.m. Commencement.<br>9:00 p.m. Residence halls close. | May 15 |

## SUMMER TERMS

| | | |
|---|---|---|
| May 19-June 9 | First Three-Week Term | May 18-June 8 |
| May 19-June 22 | First Five-Week Term | May 18-June 21 |
| May 31 | Memorial Day Holiday | May 30 |
| June 10-July 1 | Second Three-Week Term | June 9-June 30 |
| June 23-July 27 | Second Five-Week Term | June 22-July 26 |
| July 5 | Independence Day Holiday | July 4 |

# Admissions

## Admissions Procedures

Admission to Maryville is moderately selective. Students are admitted based on academic criteria, extracurricular interests, and personal achievement, without regard to financial need.

The College operates on a rolling admissions calendar, and eligible students are admitted beginning in September of each year. Students who wish to apply to Maryville College should follow the application procedure below.

**A. To apply for admission as a freshman directly from high school, the student should submit the following items:**

1. Application for admission. Students pay a nonrefundable $25 application fee.
2. Official transcript of high school work.
3. Official G.E.D. certificate (where applicable).
4. Scores from either the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board.

When the file is complete, the student's application will be evaluated and a decision communicated to him or her as quickly as possible.

**B. To apply for admission as a transfer, the student should submit the following items:**

1. Application for admission. Students pay a $25 nonrefundable application fee.
2. Official secondary school transcript mailed by the high school.
3. Official transcript from EACH college attended.
4. Scores from either the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board.
5. Student Evaluation Form: This form is included with the application and must be completed by the Student Development Office at the last college attended.

Transfer students are notified regarding admission as soon as all of the documents have been received and fully evaluated. An estimate of transfer credits can be furnished at any time.

**C. To apply as an international student, the applicant should submit the following forms:**

1. Application for admission. Students pay a $25 nonrefundable application fee. International students are encouraged to enter Maryville in the fall, rather than at mid-year.
2. Official transcript from the secondary school showing 12 years of coursework or more. This document should be in English.
3. Score from Test of English as a Foreign Language (TOEFL) or the Michigan Test. A TOEFL score of 525 or a Michigan Test score of 80 is required for admission as a full-time student. Students scoring lower are referred to the Center for English Language Learning.
4. Letter or statement of financial responsibility certifying total resources and who will pay the student's educational and living expenses.

Students who are not proficient in English may request admission to the Center for English Language Learning.

**D. To apply for admission as a home-taught student, the student should submit the following:**

1. Application for admission. Students pay a $25 nonrefundable application fee.
2. Scores from either the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board.
3. Appropriate records showing academic achievement and growth.

## High School Students

Normally the requirement for admission is the satisfactory completion of a four-year course of at least 15 units in a secondary school approved by a recognized approving agency, or equivalent preparation demonstrated through examination. The secondary school credits should include:

1. Four years of English (The senior English composition course is especially important).
2. One year of laboratory science such as biology, chemistry, physics, earth science.
3. Two years of algebra or one year of algebra and one year of geometry.
4. One year of social studies or history.
5. At least five elective academic units among the following: mathematics (excluding general mathematics and arithmetic), science, social studies, foreign languages, Bible, and music theory.
6. Although foreign language is not required for admission, it is strongly recommended. Entrance credit in a foreign language will not be allowed for fewer than two units in one language.

## Transfer Applicants/Transfer Credit

Students who have completed coursework at another regionally accredited college/university may be considered for entry to Maryville College in either the fall or spring semester in accordance with the following guidelines:

1. A transfer applicant who would have been admissible at Maryville College as a first-time freshman will be admitted with at least a 2.5 (C+) or better grade point average attained in college work.
2. A transfer applicant who was inadmissible as a first-time freshman must present a minimum grade average of 2.5 (C+) in at least 30 semester hours or the equivalent credit hours. The majority of the coursework must be in college-level academic subjects. A student in this category who has completed fewer than 30 semester hours at another accredited institution may be considered on an individual basis provided he/she has achieved better than a 2.5 grade point average in regular academic courses. Generally, regular academic courses in which the student has earned a grade of "C" or above will be transferred and applied toward graduation requirements. For graduation, students will need to satisfy the requirements listed in the degree requirements section of this catalog.

The Office of the Registrar is responsible for evaluating transfer credits and will be as flexible as possible in evaluating coursework successfully completed at other regionally accredited institutions.

## International Students

In order to receive admission to Maryville, students from other countries should present a strong record of achievement. English proficiency is measured by the TOEFL test, which can be taken in the student's home country, or the MICHIGAN test, which is required of all international students at the beginning of each semester. A minimum TOEFL score of 525 or a MICHIGAN test score of 80 is required for full-time study; students with slightly lower TOEFL scores or MICHIGAN scores above 70 may begin part-time study while continuing English studies in Maryville's Center for English Language Learning. Students with lower English proficiency will be offered admission to the Center For English Language Learning and will be required to complete an appropriate level of English study before entering the College's academic program.

International applicants should send financial records showing ability to pay all costs for one year along with their applications and academic records. In addition, a tuition deposit may be required before the College will accept and issue I-20 forms to international students.

## Veterans

Maryville College welcomes veterans who would like to begin or continue their college education. The College will accept courses from the Community College of the Air Force and will evaluate other military coursework using the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Services. Credit is granted for coursework comparable to Maryville College course offerings. No more than 12 credit hours of military coursework is accepted.

## Early Admission

Students who have completed the junior year of high school may request consideration for early admission. It is important to furnish evidence of a strong high school record and above average test scores, as well as a letter from the principal or guidance counselor indicating that the applicant has the intellectual and social maturity to profit from college study. A personal interview with an admissions officer is mandatory.

Qualified local high school seniors who have time in their schedules for additional courses are encouraged to enroll on a part-time basis. These students may obtain full details, upon request, from the Vice President for Admissions and Enrollment.

## Withdrawal Procedure

If a student plans to withdraw from the College, the Office of Student Development and the Business Office must be notified and an official withdrawal process completed. Failure to attend class does not automatically withdraw or drop a student from a class or the College.

Should a student decide during the year or at the close of the year to terminate enrollment at Maryville, the procedure is as follows: (1) Arrange for an exit interview in the Office of Student Development. (2) Secure from the Office of Student Development a check-out sheet for various areas of the College. (3) Have each area on the sheet signed. (4) Return the sheet along with I.D. card to the Business Office. Should a refund be in order, the Business Office will make the appropriate adjustment.

## Advanced Placement Examinations

Maryville College accepts credit through the Advanced Placement Examination Program of the College Entrance Examination Board. Students who have taken college-level courses in high school and have made a score of 3 or above on one or more AP examinations will be eligible for placement in advanced courses and may be granted college credit upon approval of the instructional departments involved. The College urges applicants to submit requests for Advance Placement credit during the summer prior to enrollment.

## Non-Traditional Modes of Learning

No more than 32 credit hours may be counted toward graduation requirements for any combination of credit by examination, internships, military coursework, instructional television or other non-traditional modes of learning.

## Evening College Degree Program: Office of Continuing Education

Maryville College believes that the benefits of a liberal arts education should be available to mature adults. To this end, the College offers degree programs which build upon adult experiences, interest and aspirations. Classes meet evenings or on the weekend. For details, interested persons should contact the Office of Continuing Education.

## The Center for English Language Learning (MC CELL)

The Center for English Language Learning is an intensive English language program for international students, with language instruction on all levels. Students who need English as a second language for either professional or academic purposes are placed individually into one of six different levels. Five levels are full-time and one is part-time (taken while enrolled in regular College courses). Each full-time level consists of 10 weeks of instruction, divided into two five-week sessions.

Students who enter Maryville College after completion of the program are granted college credit (up to nine hours) for the work done in MC CELL. If all other requirements for admission into the College are met, enrollment into the College may be accomplished by completing the English program, by scoring 80 on the Michigan Test, or by scoring 525 on the TOEFL test.

MC CELL students share the same privileges and responsibilities as Maryville College students, and they are encouraged to participate in campus-wide activities. The MC CELL program also sponsors activities during each session. Students are housed in the College residence halls.

Students interested in knowing more about MC CELL should write to the Director of MC CELL, Box 2898, Maryville College, Maryville, TN 37801 USA. FAX number: 615-983-0581.

# Expenses

## Costs and Financial Policies

Each student is charged tuition and fees which cover approximately 60 percent of the cost of the education they receive from the College. The remainder of these costs is met by endowment income and by gifts from board members, alumni and other friends of the College. The annual tuition rate for 1992-93 will cover a normal load of 24 to 35 hours for the academic year which includes Fall Semester, Spring Semester, and January Term. Students may distribute the hours over the terms within the following guidelines:

1. Students enrolled for a minimum of 12 hours each semester are considered full-time.
2. Students enrolled for three hours during the January term are considered full-time.
3. There is no overload charge unless the total hours for the semester exceed 18 or the total for the year exceeds 35.
4. Students registered for less than 12 credit hours and over 18 credit hours in a semester or for more than 35 credit hours for the year will be billed at the hourly rate of $393.00 per credit hour for the 1992-93 year.

The following basic fees, excluding books and supplies, have been established for 1992-93. In addition, the General Damage Deposit for all new students and Insurance are included on the Fall Semester Bill. Fees from the following list are included as appropriate. Summer session fees are not included in the fees listed below. In most cases fees are established at the beginning of each academic year and are not changed during the year.*

| | Semester | Year |
|---|---|---|
| Tuition | $ 4,715.00 | $ 9,430.00 |
| Board (21 meal plan) | 1,012.50 | 2,025.00 |
| Room (average charge) | 920.00 | 1,840.00 |
| Activity Fee | 75.00 | 150.00 |
| Total | $ 6,722.50 | $13,445.00 |

*The Board of Directors of Maryville College reserves the right to adjust the fees at any time.

Other Fees

| | | |
|---|---|---|
| Damage deposit (New Students Only) | | $100 |
| Individual reading course | | 75 |
| Auditing fee per course | | 60* |
| Application fee (non-refundable) | | 25 |
| Late registration fee | | 25 |
| Auto registration | Resident: | 20 |
| | Commuter: | 8 |
| Proficiency exam fee | | 50 |
| Student teaching | | 70 |

Health insurance (for students not covered by parents' insurance) 147
Transcript fee (first one is free) 2
Mountain Challenge (course fees vary according to the activity)
Dropping or adding courses
During the week of registration $10 will be charged for a change of schedule (drop or add). After the week of registration, $10 will be charged for adding a course. There is no charge for dropping a course after registration week.

*Part-time students only.

Applied Music Fees

The applied music fee includes use of practice rooms and instruments as well as additional instructional costs. Most lessons are given by members of the departmental staff. Occasionally lessons are arranged for an advanced student with a master teacher in the area. In such cases the student registers with the College and financial arrangements are made with the teacher.

| **Music Majors** | **Per Semester** | **January (Optional)** |
|---|---|---|
| All lessons must be taken for credit | $145 | $32 |
| 1. 1 half-hour private lesson per week | | |
| 2. 2 half-hour private lessons per week in same field, or 1 lesson each in two fields | 195 | 42 |
| 3. Introduction to Keyboard Fundamentals | 145 | |
| **Non-Music Majors** | | |
| All lessons must be taken for credit | 195 | 42 |
| 1. 1 half-hour private lesson per week | | |
| 2. 2 half-hour private lessons per week in same field, or 1 lesson each in two fields | 325 | 70 |

Costs and financial policies stated in this catalog are for the 1992-1993 year. Cost figures will change for the 1993-1994 year, and financial policies may be adjusted.

Advance Deposit

All students upon acceptance to Maryville College pay a $200 advance tuition deposit, which is credited toward tuition and other costs. This amount is refundable until May 1.

Payment Policy

Tuition, fees and all other college costs are due and payable on or before the first day of class at the beginning of each semester. A bill is mailed to the student four to six week prior to the beginning of each semester. It is the students responsibility to make arrangements for all financial aid, outside scholarships, loans and other payment plans prior to the beginning of the semester. Business Office and Financial Aid Office personnel will assist students whenever possible with special arrangements.

Crediting of Financial Aid

Financial aid from scholarships, loans and State and Federal programs administered by the Maryville College office of Financial Aid is credited to students' accounts; one-half of the annual award is credited in each semester.

In circumstances in which a student's financial aid has not been approved by the Financial Aid Office before the beginning of the semester, a student may have his/her account deferred for up to sixty days. If the aid has not been processed at the end of the 60 days the student is subject to administrative dismissal. In all cases the student is responsible for any difference between the deferment and the actual financial aid received.

Payment Plans

Maryville College has contracted with Tuition Management Systems to provide a 10 payment plan for all students and their families. Information regarding this plan is mailed to the student each year in April or May. The College also contracts with a bank or other vendor to provide a 3 payment plan each semester. The College will also accept payments from other tuition payment organizations with which a student or parent may contract.

Visa and Master Card

Payment of all fees may be made by Visa, Master Card, or Discover.

Refund Policy

**No refunds are made for students dropping a class after the class has first met.**

A student who withdraws officially from Maryville College will be given a refund of tuition as follows:

| **Withdrawal** | **Percentage of Refund** |
|---|---|
| Within 7 calendar days of 1st day of classes | 80% |
| Within 8-14 days | 60% |
| Within 15-21 days | 40% |
| Within 22-28 days | 20% |
| After 28 days | No Refund |

All fees are non-refundable.

A withdrawal becomes official as of the date the proper withdrawal forms (see withdrawal procedures section of the catalog) are signed by the Office of Student Development and delivered to the Business Office.

Failure to notify the Office of Student Development and or the Business Office promptly when withdrawing could result in a larger percentage being charged. Withdrawal does not cancel fees and charges already incurred.

Special consideration will be given to a student who withdraws because of illness or physical disability or other serious causes. Refunds for students withdrawing for these reasons are subject to approval by the Vice President for Student Development.

A student who is requested to withdraw, or who is expelled for disciplinary cause, will receive no refund of tuition or fees. A pro rata refund of board only will be made for the remainder of the semester in which the suspension occurs.

For a student who withdraws officially from the College, no refund of that portion of the room charges will be made after the first day of classes. A pro rata refund of board only for the remainder of the semester in which the withdrawal occurs will be made.

Students receiving financial assistance will have part or all of any refund, as appropriate, credited back to the programs from which the awards were made.

# Financial Planning

To be considered for financial assistance at Maryville College, a student must be accepted for admission, submit a Financial Aid Form (FAF) to the College Scholarship Service, and submit an Institutional Application for Financial Assistance to the Financial Aid Office. Transfer students must also provide a Financial Aid Transcript from all institutions previously attended.

The necessary forms may be obtained from the Financial Aid Office, the Admissions Office, and most high school guidance offices. Since financial aid packages consisting of one or more types of assistance are awarded on a "first come, first served" basis to eligible applicants, it is wise to complete and submit all the required forms as early as possible. The preferred filing date for the FAF is March 1 or earlier. Applicants must re-apply on an annual basis.

## Satisfactory Progress To Retain Financial Aid

Continuation of financial aid from year to year is contingent upon acceptable academic performance and assessment of individual need. A student who falls below specified minimum standards for progress toward a degree loses eligibility for assistance from federal, state, and institutional sources. The minimum standards for progress are explained in the Student Handbook.

## Scholarships

The Presidential Scholars Program offers full-tuition scholarships to prospective freshmen. Students receiving one of these four-year, renewable awards also participate in a program of challenging activities. In addition, the Maryville College Scholarship—a $2,000 award—is offered to applicants possessing exceptional academic ability.

Scholarships in music, band, art, choir, drama, and debate are offered to new students based on talent and achievement. Freshmen who are communicant members of the Presbyterian Church (U.S.A.) are eligible to apply for the National Presbyterian College Scholarship. Freshmen and transfer students may also apply for the Church and College Scholarship and the MC Church Matching Scholarship, if applicable.

Additional scholarships are available to students of superior academic ability, character and promise. For more information, contact the Financial Aid Office, Maryville College, Maryville, TN 37801.

## Bonner Scholarships

The Bonner Scholars Program offers a select group of students financial support and enrichment activities while attending Maryville College. The purpose of the program is to provide students who have financial need with an opportunity to become heavily involved in a variety of community service programs while obtaining a college education. Approximately 25 entering first-year students are selected to receive Bonner Scholarships, which average $3,000 and are renewable up to 4 years.

# Grants

Maryville also offers a wide variety of grants to students who qualify for consideration.

In addition to offering the Maryville College Grant, the college participates in federal student aid programs including the Pell Grant and Supplemental Educational Opportunity Grant (SEOG), which award assistance to undergraduate students on the basis of financial need.

Residents of Tennessee may apply for a state grant via the Tennessee Student Assistance Corporation. Awards are made on the basis of financial need.

Students at Maryville who are eligible may also use Veterans Administration and Vocational Rehabilitation benefits to finance their education.

# Loans

Maryville College participates in the major federal loan programs awarded on the basis of financial need. These programs include the Perkins Loan and the Stafford Loan, both long-term loans for which repayments begins after graduation.

In addition, the College offers various short-term financing options via institutional installment plans and the Tuition Management Systems. Further assistance is available for students under the Parent Loan (PLUS) Program, a federal loan obtained through a bank or other lending agency.

# Employment

Part-time work for students is available in many areas of campus activities. Earnings depend upon the degree of skill, the amount of personal responsibility and time involved and financial need.

Students not demonstrating need but who possess special skills or ability may also apply.

More detailed information regarding specific types of student aid may be obtained from the Office of Financial Planning, Anderson Hall, Maryville College, Maryville, TN 37801.

# Student Life

Education is an experience that involves both formal academic structures and informal activities. At Maryville, Students have many opportunities to develop mind, body, and spirit through a wide variety of campus activities.

## Clubs, Organizations, and Societies

Academic Life Council, Student Senate, and the Student Programming Board are a few of the organizations through which students may participate in planning Maryville's academic affairs, religious life, and social, cultural, and recreational programs. There are numerous clubs and organizations at Maryville, including Amnesty International, Black Student Union, Fellowship of Christian Athletes, Habitat for Humanity, International Club, and many others. Many students enjoy working on Maryville's campus publications. The Highland Echo is the college newspaper; the Chilhowean is the yearbook; and Impressions is the college literary publication.

Maryville also has many professional and honor societies in which students can get to know other students with similar interests. Honor societies for chemistry, drama, sign language, and music are a few possibilities for campus as well as professional involvement.

## The Center for Campus Ministry

Maryville College is affiliated with the Presbyterian Church U.S.A., and encourages spiritual growth through denominational and interdenominational activities as well as opportunities for religious growth, personal maturity, and community service. The Center for Campus Ministry houses the College Chaplain's office, worship center, and meeting space. Once a week, students, faculty, and staff may gather at the CCM to worship. The College Chaplain is always available to offer support through confidential counseling.

## Music, Theatre, and the Arts

The College Concert Choir performs for special services on and off campus and tours the nation. The Maryville College-Community Chorus is open to students and members of the community. Guest artists and soloists perform in concert with the Maryville-Alcoa College-Community Orchestra. The Maryville College Community Wind Ensemble and Jazz Band, are also outlets for those who wish to perform.

Through the Maryville College Playhouse, faculty recitals and other performances, students enjoy an excellent mix of classical and contemporary theatre and music. Creative art exhibits featuring student and professional works are scheduled each month in the Fine Arts Center Gallery.

## International Center

The International Center is a multi-functional facility serving the needs of the growing international population on the Maryville College campus and to further good international understanding both on campus and in the surrounding community. The first floor

houses a meeting area, study room, and kitchen for students who want to recreate the tastes of home. Classroom facilities on the second floor serve both the Center for English Language Learning and the internationally-minded community.

## Athletics

Maryville's Fighting Scots compete in the National Collegiate Athletic Association, Division III. The College does not offer athletic scholarships. Men's varsity sports include baseball, basketball, football, and soccer. Tennis and volleyball are club sports. Maryville women compete in basketball, soccer, softball, and volleyball. Tennis is a club sport. Intramurals at Maryville include flag football, racquetball, basketball, volleyball, softball, and table tennis.

Maryville's Physical Education and Recreation Building offers every opportunity for students to keep in shape. Facilities include a swimming pool, three gyms, racquetball courts, a weight room, a gymnastics room, and more. Outside are tennis courts, running trails, and athletic fields.

## Student Center

Fayerweather Hall is located centrally on campus and provides easy access to classes. Students gather at Fayerweather Hall to watch the big screen TV at Isaac's Snack Bar, to shop at the bookstore, or to pick up their mail from the campus post office.

## Residence Halls and Residency Requirement

All students not living with parents or close relatives are required to live in on-campus housing and participate in the college meal plan. The College reserves the right to revoke the registration of any unmarried student who fails to comply with this policy.

A majority of Maryville students live on campus in one of five residence halls: Davis, women; Gamble, men; Copeland, co-ed; Lloyd, co-ed; and Pearsons, co-ed. All of the halls are conveniently located near Pearsons Dining Hall.

# Student Services

## Career Planning and Placement

The Career Planning and Placement service assists students in evaluating career and life choices. Beginning at the freshman level, the CPP staff works with students towards career goals and identifying student work opportunities that support career and academic goals. The Center also provides opportunities for internships, practicums and interim study arrangements which help the student gain job-related experience.

The office sponsors career information seminars, arranges interviews with potential employers, and maintains a Career Resource Library.

The Center maintains listings for part-time employment and summer jobs. It schedules interviews with graduate school representatives and potential employers on campus and maintains information on career opportunities with major companies nationwide.

## Academic Advising

Every student has a faculty adviser who is ready to help with course schedules, career plans, or personal problems. Students meet their freshman year advisers during orientation week and change to a departmental adviser when they declare a major, usually in the spring of the freshman year. While students are ultimately responsible for knowing college requirements and planning their schedules, faculty advisers are an important part of the personalized atmosphere of the College.

## Medical Services and Health Insurance

Maryville College provides full medical services through Blount Memorial Hospital and ParkMed Medical Clinic, both within walking distance of the College. Maryville College requires every student to be covered by health insurance, either a family plan or the plan made available by the College. Health insurance information is available through the Business Office.

# The College Campus

## Location

Maryville College is situated on 370 acres in the foothills of the Great Smoky Mountains in East Tennessee. It is in the City of Maryville, which, with neighboring Alcoa (home of ALCOA, Aluminum Company of America Tennessee Operations), combine to form twin residential communities of 46,000.

The College is just 20 minutes from Knoxville, a growing, bustling metropolis of half a million people. In many ways Knoxville serves as a "college town" to both Maryville College and the University of Tennessee, which is based in Knoxville.

With Knoxville directly to the north of campus and the Great Smoky Mountains National Park only thirty minutes to the east, Maryville students have the best of both worlds.

Maryville College's location in East Tennessee has been rated as one of the best areas for outdoor adventure, providing an endless array of activities for students. Gatlinburg, a popular ski and tourist resort, is easily accessible, as are a number of other fine recreational spots. In addition Maryville is central to several major cities in the Southeast, such as Atlanta, Memphis, Tampa, and Charleston. McGhee Tyson Airport, a class A transportation center, is just three miles from the campus and is served by numerous major and commuter airlines.

## Student Body and Buildings

The student body numbers some 850, with representatives from many states and foreign countries.

There are 20 major buildings on campus, including Lamar Memorial Library, recently remodeled and expanded. The Chapel/Theatre houses the 1,200-seat Wilson Chapel and the 400-seat theatre of the Maryville College Playhouse. The modern Sutton Science Center includes private study and research carrels, computer labs, and dream and audiology labs. The Fine Arts Center has a 250-seat recital hall, art gallery, music library, and private studios and practice rooms.

The Health and Physical Education building houses three full-size gyms, racquetball courts, swimming pool, weight room, and physical therapy room. Fayerweather Hall houses most of the student-related offices, including the bookstore, student lounge, post office, and snack bar.

Anderson Hall, which dates from 1870, is a national historic landmark and houses administrative offices and classrooms, including the campus computer center.

There are five modern residence halls, each with study lounges, laundry rooms, and kitchen facilities. The Center for Campus Ministry houses the College Chaplain's Office, worship center, and meeting space. Recently renovated historic buildings include the International House, Willard House and Crawford House. Willard House is the site of the Alumni Center and College Advancement Offices; Crawford House is the home of the Life Enrichment Center.

# The Academic Program

## Degrees

Maryville College offers three degrees, the Bachelor of Arts, the Bachelor of Music, and the Bachelor of Science. All three degrees may be earned by full-time students. For mature adults who wish to pursue a degree on a part-time basis while carrying other substantial responsibilities, the B.A. in certain fields is offered through the Evening College; those programs are described in another college bulletin.

## Degree Requirements

To receive any degree, the student must complete all requirements specified for that degree in the catalog in effect at the time of initial enrollment. For all degrees, a minimum of 128 semester-hours of credit must be earned with a cumulative grade point average of at least 2.0.

For all degrees, the courses taken must satisfy all general education, major, and major-related requirements. The English proficiency examination and a comprehensive examination in the major field must be passed. A requirement in swimming, emphasizing survival skills and maneuverability in the water, must also be satisfied, either by demonstration of competence or satisfactory completion of an appropriate course.

The specific requirements for each degree are described in the section of this catalog devoted to it. Each student must complete three Experiential Education Units.

Every candidate for a degree is expected to pursue his or her program of studies in residence at Maryville, especially in meeting general education and major requirements. If circumstances warrant, permission may be granted for non-resident credit. Approval of the appropriate department chairperson and the registrar is then required in advance.

As a minimum, each degree candidate must complete at Maryville 45 credit hours, including 20 in the senior year and nine in the major field. These credit hours must be earned in regular courses taught at the College and may not include internships, practica, student teaching, or credit by examination. An exception to the senior year requirement is made for students in cooperative degree programs, who spend the senior year in residence at the cooperating institution.

## Majors

As a degree requirement, each student completes an approved program of concentrated study in a major field. The major is commonly taken in a single discipline, along with several courses in related subjects. An individualized major may be designed, however, to meet particular educational needs.

A disciplinary major consists of a minimum of 30 semester hours in a single discipline, including six hours devoted to a Senior Thesis, and, for the B.A., a maximum of 56 hours in all principal and related subjects. The teacher licensure track within some majors may exceed the 56 hour limit. For an individualized major, possible only with the B.A. degree,

at least 18 hours in one subject, 12 hours in a related subject, and six hours in Senior Thesis are required; approval of the Committee on Individualized Instruction must also be obtained.

The student may select a major by the end of the freshman year, but such selection may wait until the sophomore year in some fields. Postponement of the choice beyond the sophomore year, or a subsequent change of field, is likely to delay graduation beyond the normal four years.

A student planning to pursue a major in a highly structured program, where the sequence of courses is an important consideration, is encouraged to confer with the appropriate department chair early in the first year of enrollment. Such fields include the natural sciences, mathematics, teacher education, physical education, and the cooperative programs in engineering and nursing.

Permission of the department chair must be secured in order to major in any field. Approval must be registered on the proper form filed by the student with the College Registrar. Continuation in the major is contingent upon satisfactory academic performance. Substitutions for required major courses are granted only in rare instances and require the written approval of the department chair.

For all courses taken to satisfy major requirements for all degrees, a cumulative grade point average of at least 2.0 must be earned with no more than four semester hours below the grade of "C."

# Major Fields

The fields from which majors may be selected are:

## Bachelor of Arts

American Sign Language
*Art
*Biology
Business
Chemistry
Chemistry for the Health Professions
Chemistry/Teacher Licensure
*Child Development and Learning
Computer Science/Business
Computer Science/Mathematics
*Economics
Engineering
*English
*History
**International Studies
Management
*Mathematics
Music
*Physical Education
Physics/Teacher Licensure
*Political Science
*Psychology
Recreation
Religion
Sign Language Interpreting
Sociology
*Spanish
Theatre
Writing/Communication

*Teacher Licensure Track available
**International Business Track Available

### Bachelor of Music
Church Music
Music Education
Performance

### Bachelor of Science
Health Care (dual-degree)

## Cooperative Programs

The major in engineering is a cooperative program involving three years at Maryville College before transfer to the cooperating institution; further information is available in the section of this catalog on Career and Graduate School Preparation. Two cooperative dual-degree programs in nursing are available. In four years, a student may earn the B.S. in Health Care from Maryville College and the B.S. in Nursing from the University of Tennessee. In five years, a student may earn the B.S. in Health Care from Maryville and the M.S. in Nursing from Vanderbilt University. Further information on nursing programs is available in the section of this catalog on the Bachelor of Science degree.

## BA/MBA Program

Maryville College cooperates with the University of Tennessee, Knoxville, in a five-year, B.A./M.B.A. program. Students study for three years at Maryville, completing general education courses and a few M.B.A. pre-requisite courses, and then move to the University for graduate study. The B.A. with a major in business is awarded after completion of the first year of graduate study. Further information is available in this catalog under the B.A. program in business.

## Minors

While there is no requirement to do so, any student may elect to complete one or more minor fields. The minor option allows the student to study an area of secondary interest in some depth, and to have that study listed on the academic record. The secondary field may be of a vocational or cultural interest, or it may serve to diversify one's preparation and enhance career opportunities.

A minor consists of at least 15 credit hours in a subject, including 12 hours in courses above the 100-level. Only courses in which a grade of "C" or better is earned are counted toward minor requirements. Specific requirement for each minor are to be found in the departmental listings. Minors may be taken in most fields in which a major is offered. Minors are also available in the following areas:

Accounting
American Studies
Computer Science
German
Medieval Studies
Philosophy
Physics

# The Library

The Lamar Memorial Library is central to the mission of Maryville College. It is a focal point of knowledge and study – a place to read, to question, to reflect, and to learn.

Located in Thaw Hall (built in 1923), the library was renovated in 1986. Collections of over 110,000 volumes support the educational program, provide current awareness for discipline-related research, serve recreational reading needs, and record the institutional history of the College. Holdings include books, periodicals, documents, microforms, audiovisual materials, and computerized indexes.

To facilitate the efficient use of library information sources, reference assistance is provided during all hours of service at the "Ask Here" desk. Reference staff work with students individually to formulate information needs, identify sources, and instruct in their use.

Bibliographic instruction for classes is an important part of reference service: library faculty teach components of Inquiry and freshman English courses that are devoted to information skills and search strategies; as students move into their major areas of study, they are taught subject-specific information skills.

The library is a center for services that stimulate, encourage, and teach the use of information resources, and equally important, provide access to holdings elsewhere. Through membership in consortia and other networks, the library shares materials with libraries throughout the United States. In addition, the library provides online access to the nearby University of Tennessee catalog and to more than 200 bibliographic databases through electronic searching.

The library affirms and subscribes to the International Interlibrary Loan Code, the American Library Association Library Code of Ethics, and the American Library Association Library Bill of Rights.

# Special Learning Opportunities

Every student's program of study centers on the familiar work of classroom and laboratory, library and studio. Yet important learning also takes place in less familiar settings, where the student is called upon to adapt to a new environment, to act without one's customary support system, to develop trust in one's own resources of intelligence and discipline. It is to encourage that kind of learning, so critical to personal maturity, that the College makes available a variety of special programs.

## International Study

Mark Twain once wrote that "Travel is fatal to prejudice, bigotry and narrow-mindedness – all foes to real understanding." Recognizing the validity of that statement, Maryville College believes a period of travel and study outside the United States should be a part of one's education whenever possible. Confronting other cultures and viewpoints, learning about the customs and practices in other societies, coping with unfamiliar surroundings in a language not fully one's own can do much to deepen insights and broaden perspectives. Such experience can also foster remarkable personal growth.

A range of opportunities for guided travel and study is available. Some of these are sponsored directly by Maryville College. In recent years, for example, groups of students and faculty have used the January term for trips to Great Britain, Peru, and Venezuela. For more extended periods, however, it is advantageous for the College to associate with other institutions to expand and diversify what can be done. Through such associations Maryville students can experience life and study in many areas of the globe.

### Direct Exchange Programs

Maryville College maintains direct exchange programs with five overseas institutions. Students enroll at Maryville and may receive financial aid, including MC grants, if eligible. Program stipulations vary, but in most cases tuition funds are not exchanged. Under the reciprocal agreements, when a Maryville student studies at a related institution, a student from that institution may study at Maryville for an equal time period. While language study is available at all of the institutions listed below, instruction in English is the norm.

Study in Wales is available through the North East Wales Institute, a unit of the University of Wales located near the English border in the region of the historic city of Chester. NEWI offers a wide range of programs including liberal arts, teacher education, environmental studies and the arts.

Students interested in the Spanish language and Latin American culture may study at the Inter American University of Puerto Rico, a Presbyterian-related institution.

Kansai University of Foreign Studies in Osaka, Japan, provides a way for students to learn first-hand about East Asia. The curriculum focuses on Asian Studies, and provides an important supplement to the coursework in international studies offered on the Maryville campus. Those who begin the study of the Japanese language at Maryville may continue it at Kansai University, or they may begin it there. Homestays are usually a part of the Kansai experience.

Students may also study at two institutions in Korea. Programs up to one year in duration are available at Yonsei University in Seoul and at Han Nam University in Taejon, both Presbyterian-related institutions.

### Other Study Abroad Opportunities

Programs listed in this category do not involve direct exchange with another institution. Maryville College grants are not available for study in these programs, but eligible students may receive state and federal aid.

Students may also study in Mexico and several European countries through cooperative programs with Alma College and Central College of Iowa. The Alma College program is operated in conjunction with Interamerican University in Mexico City, Mexico, and with the Europa-Kolleg in Kassel, Germany. Central College is affiliated with the University of Granada in Spain.

By arrangement with Kalamazoo College, Maryville students may spend six months or more studying at an African university or college. Opportunities are normally available at two institutions in Sierra Leone, and often at universities in Liberia, Senegal, Nigeria, and Kenya. Participation is dependent upon admission by the African institution and selection by Kalamazoo College, but a place can usually be found for qualified students. For most programs, a summer's preparatory work at Kalamazoo is required.

A period of study abroad is possible at any time after the freshman year, but most students find the junior year, or the preceding summer, the most convenient time. Planning needs to be started well in advance, and is best done in close consultation with the Coordinator of International Studies. The programs listed here all carry full academic credit and grades are figured into student G.P.A.'s. Students may also choose to study at foreign institutions with which Maryville College does not have a relationship. In those cases, financial aid is not available and credits earned are treated as transfer credit.

## Internships and Practica

Many academic departments offer opportunities for students to gain practical experience, usually related to the major field, through an internship or practicum. These supervised experiences provide a chance to apply knowledge and skills in an operational setting, while testing one's interest in a particular career or profession. Possibilities range from individual work with exceptional children in the College's Learning Center to editorial duties in a publishing house to service as an aide to a public official. Academic departments and the Office of Career Planning and Placement occasionally assist students in arranging post-graduate or other non-credit internships.

Credit earned for practica and internships is in proportion to the scope and duration of the experience. Practicum experiences are allotted two to six credit hours. Practica may be pursued while the student is enrolled in other coursework, and in some cases the work may be done on campus and be related to the College program. Departmental guidelines for practica vary, but for each credit hour granted students are expected to be involved the equivalent of at least three hours of activity per week for a semester. Internships are allotted nine to 15 credit hours and are intended to give students a more complete immersion in a work or service setting. Other coursework is normally not taken during an internship, though the Senior Thesis (351 or 352) is sometimes completed during a fall or spring internship. Internships take place off-campus and require a time

commitment equivalent to full-time employment, with credit allotted on the basis of one credit hour for each week of full-time involvement.

Academic departments offering internships or practica for credit are required to have written guidelines for these experiences. The guidelines are available in each department and in the Registrar's office. Guidelines include application and approval procedures, the range of accepted experiences, methods of reporting and verifying experiences, and the duties of the faculty supervisor and the off-campus supervisor. Departmental guidelines may restrict or prohibit remuneration. Remuneration may be permitted insofar as guidelines for the learning experience are followed and faculty supervisors work closely with organizations and off-campus supervisors to protect the student and to ensure the quality of the experience as an extension of the College curriculum.

Internships and practicum experiences are routinely available for students in art, business, English, writing/communications, management, psychology, child development, recreation, sign language interpreting, and teacher education; they can be developed in other areas to meet student interest.

## Model United Nations

The Model United Nations program provides opportunities to develop talents and abilities that are highly valuable in a variety of pursuits. Maryville College students participate in Model United Nations activities in three ways. A January experiential learning course is regularly offered, and students enrolled in that course also serve as leaders for the Maryville College Model United Nations for area high school students. Outstanding participants in those programs may also represent Maryville at regional and national Model United Nations programs for colleges and universities.

## The Washington Experience

For the student who wishes to spend a semester learning in the nation's capital, the Washington center for Learning Alternatives provides a variety of possibilities. An internship, supplemented by seminars, may be arranged with any one of more than 400 governmental and social agencies. WCLA invites applications without regard to the student's field, but its programs are particularly suitable for those considering a career in law, public administration, or social service. The program is open to all students, and information is available from the Political Science faculty.

## Ralston Energy Systems Europe Internships

Two summer internships are available for students in France and Switzerland with Ralston Energy Systems Europe. Interested students are urged to apply for these opportunities. Recipients are selected by a committee based on academic achievement, ability to communicate in French, and completion of Math 120 or equivalent. Information is available from the Associate Dean.

# Research and Field Work in the Natural Sciences

Through several major research facilities, arrangements are made for superior students to participate in state-of-the-art scientific investigations and experience a professional research environment. The Science and Engineering Research Semester is open to qualified students in biology, chemistry, computer science, mathematics, and physics. Those accepted to the program spend a portion of the senior year at one of several national laboratories such as Argonne, Brookhaven, Lawrence Berkeley, Lawrence Livermore, Los Alamos, or Pacific Northwest working under the supervision of a scientist or engineer.

At the Savannah River Ecological Station at Aiken, South Carolina, summer programs are offered for the student interested in environmental research or computer modeling systems. For the exceptional biology major, intensive sessions in botany, marine ecology, developmental biology, invertebrate zoology, and neurophysiology are available at the Marine Biological Laboratories of the Woods Hole Oceanographic Institute in Massachusetts.

Closer to the College campus, the Oak Ridge National Laboratories regularly afford Maryville students the chance to participate in a variety of short-term and summer research and study programs. The nearby Great Smoky Mountains provide students with a rich resource for ecological and other field studies.

**Oak Ridge Associated Universities.** Maryville College is a sponsoring institution of Oak Ridge Associated Universities (ORAU), a not-for-profit consortium of 62 colleges and universities and a management and operating contractor for the U.S. Department of Energy (DOE) with principal offices located in Oak Ridge, Tennessee. Founded in 1946, ORAU identifies and helps solve problems in science, engineering, technology, medicine, and human resources, and assists its member universities to focus their collective strengths in science and technology research on issues of national significance.

ORAU manages the Oak Ridge Institute for Science and Education (ORISE) for DOE. ORISE is responsible for national and international programs in science and engineering education, training and management systems, energy and environment systems, and medical sciences. ORISE's competitive programs bring students at all levels, precollege through postgraduate, and university faculty members into federal and private laboratories.

ORAU's office for University, Industry, and Government Alliances (UIGA) seeks out opportunities for collaborative alliances among its member universities, private industry, and federal laboratories. Current alliances include the Southern Association for High Energy Physics (SAHEP) and the Center for Bio-Electromagnetic Interaction Research (CBEIR). Other UIGA activities include the sponsorship of conferences and workshops, the Visiting Scholars program, and the Junior Faculty Enhancement Awards.

Students should contact the chair of the Division of Natural Sciences for more information about ORAU programs.

# Individual Study Course

For a course in the major field a student may substitute a program of individual reading or experimental work. The student may also take an additional major course on this basis. Such coursework carries a 350 number and may not exceed a total of three credit hours.

The student must have at least junior standing. Such a program is pursued under the guidance of a faculty member, who confers regularly with the student and assesses progress. Approval of the department chair is required, and an additional fee is charged.

# Honor Study

Honors study at Maryville College may be pursued in three ways. Participation in any honors program is reserved for those students with a cumulative grade point average of 3.25 or higher and those students who have attained sophomore standing. Honors work is voluntary, except for Presidential Scholars and Dean's Scholars, who are required to participate in a limited number of honors activities. Honors study is distinct from and in no way related to honors designations for graduating seniors (cum laude, magna cum laude, and summa cum laude). Honors study is noted on College transcripts.

**HONORS SEMINARS** are offered annually by distinguished members of the Maryville College faculty. Honors seminars may be special sections of regular course offerings, or they may cover topics not regularly a part of the College curriculum. Honors seminars may count as electives, as major courses (if approved by the department chair), or as substitutions for general education courses (if approved by the Academic Vice President). Enrollment in honors seminars is limited in most cases to fifteen students, with first priority for enrollment for seniors, followed by juniors and sophomores. Honors seminars are listed annually in the Schedule of Courses booklet.

**HONORS STUDY IN MAJOR COURSES** permits students of superior ability to pursue honors study related to major courses in which they are registered. The honors work goes beyond basic course requirements and may take the form of additional reading, writing, experimentation or creative work, or any combination of these.

For successful completion of honors study in a major course, students may receive one additional credit hour beyond the regular credit allotment for the course. Arrangements for honors study are negotiated with the course instructor and require the approval of the department or division chair. The arrangements must be reported to the registrar not later than the first week of the course.

**HONORS TUTORIAL PRACTICA** are programs of guided tutoring in which an honors student tutors other students under the guidance of the Learning Center Director. Students act as tutors and study table leaders in the various academic assistance programs offered to Maryville College students. Each practicum in this special program is awarded one credit hour and the course may be repeated to a maximum of four credit hours.

# Community Forum

To supplement classroom learning, the College schedules an extensive program of lectures, presentations, and performances. These take the form of convocations attended by students, faculty, and staff, as well as residents of the local community. The series seeks to inform the entire College community about critical issues in politics, religion, economics, social relations, international affairs, and the arts, and to engage participants in discussion of the value considerations posed by those issues. Each semester the five to seven Community Forum events relate to a particular theme. Events may be linked to

particular courses, and participation in those events is an integral part of those courses. Otherwise, attendance is voluntary. A student who attends regularly, and verifies that attendance, may earn credit toward graduation. For attending five events in a semester, one-half credit hour is earned; a maximum of four credit hours may be earned in this way.

There is no admission fee, but the student who wishes to receive credit for attendance is subject to an overload charge if the normal load for the semester is exceeded.

## Life Enrichment Program

The Maryville College Life Enrichment Program (MCLEP or "portfolio") is a means to enrich and diversify the student's educational experience through a combination of curricular and co-curricular activities. In the program each student works closely with a faculty or staff mentor to identify or design projects appropriate for his or her personal growth. The projects must fall into the categories of service, creativity, adventure, self-management/health, or cross-cultural experience. Only one credit hour may be earned in any category, and no more than three credit hours may be earned in the program. Only one project may be taken for credit in a semester.

A central feature of each project is the maintenance of a personal journal, the purposes of which are to encourage careful observation and reflection and to deepen knowledge of oneself. Through completion of an individually-designed project, undertaken outside the curricular structure, the student earns one credit hour. When a project is done in connection with a course, only the credit hours appropriate to that course are awarded.

Written descriptions of completed projects may be used to create a portfolio of experiences. Such a portfolio serves to document personal growth, much as an academic transcript documents intellectual growth.

## Mountain Challenge

The Mountain Challenge program provides an opportunity for students to get into the wilderness. Area mountains, lakes, rivers, and woods provide the setting for the various Mountain Challenge activities, which include:

Ropes Courses
Rock Climbing and Rapelling
Bicycle Trips
Map and Compass
Mountain Trips and Expeditions
Canoe/Kayak Trips
Caving
Mountain Rescue and First Aid
Outdoor or Environmentally-related service projects

Many of the events in the program require no experience or special equipment. The only requirements are a willingness to try new experiences and a commitment to your best effort. One credit hour may be earned by participating in five Mountain Challenge activities. Each student may earn up to three credit hours through participation in the

Mountain Challenge program. Credit is granted through the Physical Education and Recreation departments' activity course offerings.

## Great Smoky Mountains Institute at Tremont

The Great Smoky Mountains Institute is located in the National Park some 20 miles from Maryville College. The program focuses on environmental education and on the natural and cultural history of the area. Formerly a program of Maryville College, the Institute is now operated by the Great Smoky Mountains Natural History Association, but a variety of opportunities at Tremont are available to Maryville College students. January term courses are occasionally offered at Tremont, and the Center's summer program includes offerings for college credit. Internships, practicum experiences and post-graduate work opportunities are also available. Interns and staff members work principally as instructors for the wide variety of groups that visit the Institute. Further information is available from the Institute Director.

## Dismas House

Dismas House of Blount County, located near the College campus, is a residence for ex-prisoners and Maryville College students. The Dismas community operates as a half-way house for ex-offenders. Students live in and occasionally do volunteer work for the house, participating in the effort to foster reconciliation and re-adjustment for carefully screened men and women recently released from prison. The numerous Dismas Houses throughout the nation were founded by Father Jack Hickey and retain their character as Christian service organizations.

# Career and Graduate School Preparation

Maryville College believes that the best undergraduate preparation for a career is the enhancement of critical skills, the acquisition of broad-based understanding, and the development of personal creativity and competence. These are the traditional emphases of liberal arts education, and their value is widely recognized by the better graduate and professional schools.

Students considering application to such schools should consult their catalogs for admissions requirements; most graduate and professional schools do not require a specific major. Counsel should also be sought from one's faculty adviser in planning the program of study at Maryville. Additional guidance about careers may be found in the information that follows.

## Arts and Sciences

Maryville graduates pursue advanced degrees in all the major fields of knowledge, and many pursue interests discovered and developed at the College. Careers in college teaching, research, and industry attract a significant number. A strong record in one's major field, as well as evidence of self-discipline and effective communications skills, are important considerations for graduate school admissions committees.

For many schools, high scores on the Graduate Record Examination are necessary, and reading knowledge of at least one foreign language is expected. Advice about study in a particular discipline can best be obtained from the appropriate department chairpersons and faculty members.

## Business

Careers in some aspect of business attract a large proportion of the current generation of college students. For those interested in self-employment or work with a small firm, a major in general business may be adequate preparation. For the student aiming toward a larger corporation, however, and for those planning to earn a master's degree after leaving Maryville, the undergraduate major in business may not be the best choice.

Increasingly, major employers and the more highly regarded business schools emphasize that they can provide the specialized preparation needed, that it need not be acquired in the undergraduate years. More important in many ways than the specific undergraduate major are the capacities to learn quickly, to think critically and analytically, to speak and write clearly, and to be effective in personal relations; these qualities can be developed in most fields of study.

Thus the student interested in a business career might do well to major in another area, while taking some courses, or a minor, in business or accounting or computer science. Consideration should also be given to a major in management, which combines work in several related disciplines.

Maryville College also maintains a cooperative relationship with the Graduate School of Business at the University of Tennessee whereby a student may earn a B.A. in business and the Master of Business Administration. The first three years are spent at Maryville College completing college requirements and the courses necessary for advanced study in business; the student is then enrolled in the M.B.A. program of the university.

# Engineering

Through cooperative arrangements with the Georgia Institute of Technology and the University of Tennessee, Maryville enables a student to combine extensive preparation in the liberal arts with professional training in engineering. Both arrangements allow the student to earn two degrees, one from Maryville College and one from the engineering school. The first three years are spent at Maryville, completing college requirements and the courses necessary for further study in engineering or applied science; the remaining time, normally two years, is spent at the cooperating institution.

After four years of study and upon satisfactory completion of 32 semester hours, with grades of "C" or higher, the student will receive the B.A. degree from the College. When all requirements for junior and senior engineering students have been met, usually by the end of the fifth year, the cooperating institution will award the Bachelor of Science degree in the area of specialization.

The second degree may be earned in over a dozen engineering fields, as well as in the applied sciences, including biology, chemistry, information and computer science, mathematics, physics, and psychology, and in industrial management.

Admission to either cooperating institution requires the recommendation of the College's Dual-Degree Coordinator, but the decision to admit rests with the other institution, not with the College. Admission to some engineering fields is very competitive, reflecting the current high demand for places in an entering class.

The Georgia Institute of Technology requires a minimum grade point average in courses in mathematics and science, and in all courses taken, for the first three years of college work. These minima, which have been rising sharply in recent years, may vary according to the intended major; they are somewhat lower for Georgia residents than for non-residents. Any student interested in pursuing the dual-degree option is urged to consult the Dual-Degree Coordinator in the Department of Mathematics and Computer Science as early in the freshman year as possible.

# Interpreting for the Deaf and Hard-of-Hearing

Recent years have seen a growing awareness of the special needs of the physically and mentally challenged, and efforts to meet those needs have been renewed. As a result, there are expanding career opportunities for those with the understanding, commitment, and skills to assist persons with special needs to make their maximum contributions to society. Since 1974, Maryville College has pioneered in the preparation of interpreters for the Deaf. The College offers a major in sign language interpreting, one of the few four-year programs of its kind in the country. The program is designed primarily to train students to serve as interpreters, but it also provides a foundation for those wishing to work with the Deaf and hard-of-hearing in other capacities. A significant proportion of

the program's graduates have discovered that their preparation has enabled them to move rapidly into supervisory and managerial positions.

A second major, American Sign Language, provides a grounding in ASL without interpreter training. The major provides a background that can be applied in deaf education, language teaching and other related fields.

## Law

The practice of the law requires specialized training at a law school and subsequent qualification for admission to the bar. When considering candidates for admission, law schools do not require any specified pattern of undergraduate preparation. Almost any major offered by a liberal arts college is acceptable, but economics, English, history, sociology and political science are among the majors recommended.

It is especially important that any prospective law school candidate be able to think, speak, and write clearly, and have some understanding of social, economic, and political institutions. Admission to law school is usually determined by the total undergraduate record and one's score on the national Law School Admissions Test. Further information is available from the Pre-Law Adviser in the Division of Social Sciences.

## Medicine and Other Health-Related Professions

For over a half-century a high proportion of Maryville graduates have entered health-related professions, particularly medicine and dentistry. Optometry and veterinary medicine and physical therapy also provide attractive possibilities for the student who is adept in the natural sciences. All these careers require preparation at a professional school following completion of undergraduate work at Maryville. Admission to such schools is highly competitive, usually requiring a superior academic record in college and high scores on national standardized tests.

Students planning to enter these post-baccalaureate programs usually complete degree programs with emphasis in either biology or chemistry. In the Department of Biology students pursue the Major in Biology, and in consultation with a faculty advisor develop a formal Career Advising Plan of individualized elective coursework specifically designed for strong preparation in the particular post-graduate health field of interest. In the Department of Chemistry students pursue the Major in Chemistry or the Major in Chemistry for the Health Professions, again with the opportunity for individualized elective course work that leads to strong preparation for post-graduate study. An official Advisor on Health Related Professions is available through the Division of Natural Sciences to provide further counsel and assistance.

Maryville College maintains strong ties with Blount Memorial Hospital and the local medical community through its many graduates who are now practicing physicians, dentists and other health professionals in this area. Many are quite willing to arrange valuable, real-world experiences for our students through the internships and practica offered as part of the curriculums in biology and chemistry. In addition, students are encouraged to participate in the unique programs offered by the Medical Sciences Division of Oak Ridge Associated Universities. More information about these excellent opportunities can be found in this catalog under Special Learning Opportunities: Internships and Practica; and Research and Field Work in the Natural Sciences.

# Natural Sciences

Graduates in the natural sciences pursue advanced degrees in nearly all the major areas of scientific inquiry, and many build on interests discovered and developed through coursework and research at the College. Careers in college teaching, research, industry and government attract a significant number of these students. A strong record in one's major field, evidence of self-discipline and effective communications skills, and demonstrated experience in a research environment are important considerations for graduate school admissions committees.

With the growing national emphasis on science education, support for graduate work in the biological and physical sciences is widely available. Most research universities offer lucrative stipends and remission of tuition and fees to qualified students pursuing masters and doctoral degrees in the natural sciences. The best schools require high scores on the Graduate Record Examination and reading knowledge of at least one foreign language. Advice about advanced study in a particular discipline can be obtained from faculty members in the Division of Natural Sciences. Information about opportunities for off-campus research at the undergraduate level can be found in this catalog under Special Learning Opportunities: Research and Field Work in the Natural Sciences.

# Nursing

Nursing has long been one of the central professions in the health care field. As a result of sweeping changes in that field, the profession itself is changing rapidly, adapting to new technologies, new systems for the delivery of care, and new expectations. Preparation for nursing careers is now centered primarily in colleges and universities, and the baccalaureate degree is increasingly considered the basic preparation for the professional nurse.

Through cooperative arrangements with Vanderbilt University and the University of Tennessee, Maryville College offers dual-degree programs in nursing. Students may attend the College for three years and spend the senior year in absentia at Vanderbilt. The B.S. in Health Care is awarded by the College after the first year of graduate study, and the M.S. in Nursing is awarded by Vanderbilt when all requirements are satisfied. Students may also elect to attend Maryville for two years followed by concurrent enrollment at the University of Tennessee for two years, receiving the B.S. in Health Care from the College and the B.S.N. from the University. The curriculum in the B.S./B.S.N. program is highly structured, requiring careful planning to complete course sequences on schedule. That planning is best done in close consultation with the program coordinator.

# Teaching

For the person who enjoys learning, sharing one's knowledge, and helping young people grow, teaching can be a rewarding career. The College offers licensure programs in the elementary grades and in many secondary areas.

College requirements for both the elementary and secondary programs are described in the departmental listings of this catalog. Certification requirements vary from state to state; the Director of Teacher Education can provide specific information and advice. Professional teacher education courses are listed under education in this catalog.

# Academic Procedures and Regulations

## Course Load

To complete a degree in four years, an average of 32 credits a year must be earned. In the typical pattern, a student carries 14 or 15 credit hours in each of the semesters and three credit hours during the January term. No more than four credit hours may be taken in one of the three-week periods, whether January or summer session.

A full-time student is also permitted to audit one course each semester without additional charge. Permission of the individual instructor is necessary. The audit does not count toward graduation requirements, but it does appear on the permanent academic record if attendance is satisfactory.

A course load of twelve hours is required for full-time status. and the maximum load is eighteen hours. Additional hours require the advisor's permission and an overload charge.

## Late Enrollment and Withdrawal

Students are expected to attend the first class meeting of each course. After the first meeting, enrollment in the course is possible only with the permission of the adviser and the instructor. After the first week of classes, enrollment is possible only with the permission of the adviser, the instructor, and the Associate Dean. Permission to enter a course after five class meetings is given only in rare circumstances.

Withdrawal from a course after the semester has begun requires the approval of the instructor and the adviser and the filing of a completed withdrawal form with the Registrar. A course may be dropped with a notation of "W" (withdrew) during the first five weeks of the semester. For courses dropped in the sixth through the eighth week, the notation is "WP" (withdrew passing) or "WF" (withdrew failing), depending on one's performance at the time of withdrawal. After the eighth week, the notation is "WF."

A decision to cease attending classes does not constitute withdrawal from a course. Withdrawal is official on the day the form, properly signed, is filed with the Registrar.

## Class Schedule

Classes are scheduled Monday through Friday in Monday-Wednesday-Friday and Tuesday-Thursday formats. Many courses in the natural sciences, and some in other areas, routinely meet four or five times a week including afternoon laboratories.

## Class Attendance

Regular attendance at classes is expected of all students, though each instructor is free to set whatever attendance requirements for an individual course are deemed suitable. These requirements are announced at the first meeting of the class and are printed in the course syllabus.

The College recognizes as legitimate reasons for occasional absence such difficulties as illness, accident, family grief, or pressing personal responsibility. If absences for these or other reasons exceed five, the student should explain the problem to the instructor, or the instructor may initiate such a discussion. If excessive absences persist, the student may be dropped from the course with a grade of "F." Such action is at the instructor's discretion, following consultation with the Associate Dean, but it is neither mandatory nor automatic.

Occasionally students who represent the College in off-campus activities find it necessary to miss classes. These absences are officially excused. The number of such absences, however, may not exceed five meetings of a class.

# Student Classification

Students are classified as full-time or part-time, as degree candidates or special students, and according to class standing.

Students registered for a minimum of 12 hours a semester are classified as full-time. Those registered for fewer than 12 credit hours are classified as part-time.

Degree candidates are those recognized by the College as pursuing studies leading to a baccalaureate degree at Maryville College. Special students are not recognized as degree candidates, though they do receive full credit for academic work completed with passing grades. The status of special student may be chosen by any student who does not plan to apply for a Maryville degree, or it may result from action of the College if the academic record does not warrant degree candidacy.

Class standing is determined by the number of credit hours earned and the quality of work done, as reflected in the cumulative grade point average. The minimum requirements for class standings above the freshman level are as follows:

For sophomore standing, 29 credit hours with a grade point average of 1.65.

For junior standing, 59 credit hours with a grade point average of 1.85.

For senior standing, 94 credit hours with a grade point average of 1.95.

# Academic Standards

## Grading System

The grading system at Maryville is as follows:

A – Excellent
B – Good
C – Satisfactory
D – Passing
F – Failed

Quality points* are assigned as follows:

| Grades | Points |
|---|---|
| A+ | 4.000 |
| A | 4.000 |
| A- | 3.700 |
| B+ | 3.300 |
| B | 3.000 |
| B- | 2.700 |
| C+ | 2.300 |
| C | 2.000 |
| C- | 1.700 |
| D+ | 1.300 |
| D | 1.000 |
| D- | 0.700 |
| F | 0.000 |

*Grading system effective fall semester, 1990.

Students are graded by this system in all required general education courses, most electives, and all courses taken to meet major requirements (with the possible exception of Senior Thesis 351-352 noted below).

In some situations grades of "S" (Satisfactory) and "U" (Unsatisfactory) are used. The "S" grade is understood to be the equivalent of at least a "C." Most experiential education courses are graded on this basis. At the student's option, one elective course each year may be graded "S" or "U." The student may also choose to take Senior Thesis 351-352 under this system. A decision to take a course on an "S/U" basis must be made during the first week of the semester, and the decision filed in the Registrar's Office. Such a decision is final and may not be reversed.

In the following exceptional circumstances these grades are given:

I – Incomplete
Given as a temporary grade when a course cannot be completed due to reasons beyond the student's control; becomes an "F" unless the work is carried to completion by the end of the next semester.

W – Withdrew
Given when a course is dropped during the first five weeks of a semester; does not affect grade point average.

WP – Withdrew Passing
Given when a course is dropped in the sixth through eighth week while the student is doing satisfactory work; does not affect grade point average.

WF – Withdrew Failing
Given when a course is dropped after the eighth week, or in the sixth through eighth week while the student is doing unsatisfactory work; affects the grade point average as would an "F."

# Grade Point Average

The grade point average (GPA) for a semester is computed by dividing the total number of quality points earned by the credit hours attempted during the semester. The cumulative GPA is based on all quality points earned and credit hours attempted at Maryville College (except that a repeated course is counted only once). Courses completed satisfactorily at other institutions may count toward graduation requirements, but they are not counted in computing the GPA.

The credit hours for Math 105 and College Reading Strategies do not count in the minimum needed for graduation and are not included in the GPA. For those students who take Math 105 or College Reading Strategies, an institutional grade point average (IGPA) which includes the quality points and the hours attempted for these courses is computed. The IGPA is used to evaluate academic progress for retention and to determine class standing.

# Notification of Grades

Students are notified by mail of grades earned as soon as possible after the end of each semester. The grades become part of the student's permanent academic record on file in the Registrar's office. In accordance with the Family Educational Rights and Privacy act, grades are not sent to parents or guardians unless (a) the student requests that this be done, or (b) the parent or guardian makes such a request, certifying that the student is dependent as defined by the Internal Revenue Service. Such requests must be written and filed with the Registrar.

# Mid-Semester Grade Report

During the sixth week of the semester, faculty members submit a mid-term grade report for each student who is having academic difficulty in a particular class. A report of grades is sent to the student's faculty advisor and the Office of Student Development. These grades are used to inform and counsel the student and are not recorded on the student's official transcript.

# The Dean's List

The Dean's List is composed of those students whose academic performance was distinguished in the previous semester. To qualify, a grade point average of at least 3.25 in all work undertaken must be earned, with no grade below "C." Only full-time students are considered.

# Graduation Honors

To qualify for graduation with honors, a student must have completed at least 64 credit hours at Maryville College. The cumulative grade point average determines the level of honors. The three levels of honors and the minimum grade point averages required are:

Summa cum laude: 3.95
Magna cum laude: 3.75
Cum laude: 3.40

# Academic Standing

It is the responsibility of the individual student to maintain good academic standing and to make normal progress toward a degree. The record of each student is regularly reviewed by the Registrar. Any student whose cumulative grade point average falls below 2.0 is placed on academic probation. To continue enrollment in probationary status, the student must show steady improvement in academic performance.

At the end of the academic year careful consideration is given to the record of each probationary student. If the student falls below minimum standards for credit hours and cumulative grade point average, he or she is not considered to be making normal progress toward a degree. (Exceptions are made for those students with verified handicaps and those for whom English is a second language). The student is then subject to suspension from the College, or to a change from degree candidacy to special student status. These minimum standards are described in the Student Handbook.

A student suspended from the College may apply for readmission after a period of satisfactory academic work at another institution or other successful work experience. The period of suspension is usually a calendar year, but it may be shorter if circumstances warrant. A student placed in special student status by action of the College may continue enrollment and, when the cumulative GPA is raised to 2.0, petition for readmission to degree candidacy.

A decision to suspend may be appealed to the College's Committee on Academic Standing. In such an appeal, the obligation rests with the student to explain the special considerations that support continued enrollment.

# Credit by Examination

**Proficiency Exams** are permitted in lieu of Maryville College coursework in special circumstances. Maryville College faculty prepare examinations covering the content of a specific catalog course. There is an examination fee, and permission of the department chair is required.

**The American College Testing Program Proficiency Examinations** are offered in many areas. Information on these examinations is available in the Registrar's Office and in the Office of Continuing Education. College credit is available when a score of 45 is attained.

**The College Level Examination Program (CLEP)** offers examinations in the areas listed below. If a student's score is equal to the CLEP mean scaled score for a grade of "C", credit may be granted. Except as noted below, three credit hours are granted for all examinations, regardless of the recommendations in CLEP publications.

## CLEP Subject Examinations

American Literature
Analysis and Interpretation of Literature
College Composition
English Literature
Freshman English

Calculus with Elementary Functions***
College Algebra
Trigonometry
College Algebra-Trigonometry***
General Biology*
General Chemistry*

Information Systems and Computer Applications
Introduction to Management
Introductory Accounting**
Introductory Business Law
Introductory Marketing
Introductory Micro-and Macroeconomics

American Government
American History I
American History II
Western Civilization I
Western Civilization II
Educational Psychology
General Psychology
Human Growth and Development
Introductory Sociology

College French – levels I & II**
College German – levels I & II**
College Spanish – levels I & II**

## CLEP General Examinations

English Composition
Humanities
Mathematics
Natural Sciences
Social Studies and History

* Provides six credit hours of credit. To obtain credit for additional two hours of laboratory experience, students must either (1) demonstrate satisfactory knowledge of laboratory techniques, or (2) enroll in and complete satisfactorily the laboratory portion of the courses.
** Six credit hours are awarded.
*** Four credit hours are awarded.

# Conferral of Degrees

Degrees are formally conferred at the Commencement exercises held annually at the close of the spring semester. Though requirements may be completed at other times during the year, degrees are officially awarded only at those exercises.

Students who do not complete all requirements by the close of the Spring Semester may participate in the Commencement exercises if they expect to complete the requirements by the end of the summer, have only student teaching, a Senior Recital, Art Exhibit,

or an approved internship to complete in the fall (Senior Thesis 352 is occasionally attached to student teaching or an internship), and have not more than two "incomplete" grades for the Spring Semester. Any student who does not complete the degree requirements according to these criteria may choose to participate in the Commencement exercises at the close of the next academic year.

## Student Responsibility

Each student is expected to be thoroughly familiar with the academic requirements of the College, as stated in the Catalog and the Student Handbook. The responsibility for meeting all requirements for graduation rests entirely upon the student. Faculty advisers, department chairs, the Registrar, the Academic Vice President and the Associate Dean welcome the opportunity to provide assistance, but the basic responsibility remains with the student personally.

# Specialized Programs of Instruction

## Bachelor of Arts Degree


American Sign Language . . . . . 60
*Art . . . . . 61
*Biology . . . . . 63
Business . . . . . 69
Chemistry . . . . . 71
Chemistry for the Health Professions . . . . . 72
Chemistry/Teacher Licensure . . . . . 72
*Child Development and Learning (Elementary Licensure) . . . . . 76
Computer Science/Business . . . . . 76
Computer Science/Mathematics . . . . . 76
*Economics . . . . . 79
Engineering . . . . . 83
*English . . . . . 83
*History . . . . . 90
International Studies/International Business . . . . . 93
Management . . . . . 94
*Mathematics . . . . . 96
Music . . . . . 99
*Physical Education . . . . . 100
Physics/Teacher Licensure . . . . . 105
*Political Science . . . . . 106
*Psychology . . . . . 108
Recreation . . . . . 101
Religion . . . . . 111
Sign Language Interpreting . . . . . 113
Sociology . . . . . 116
*Spanish . . . . . 117
Theatre . . . . . 120
Writing/Communication . . . . . 121


*Teacher Licensure Track Available

## Bachelor of Music Degree


Church Music . . . . . 123
Music Education: Vocal/General, Instrumental . . . . . 123
Performance . . . . . 124


## Bachelor of Science


Health care . . . . . 128

# Specialized Programs of Instruction

On the following pages the College's major and minor programs are described, along with the individual courses that are a part of each program. Only courses regularly offered are listed. Experiential education courses offered during the January Term are listed annually in a special booklet rather than in this catalog.

Courses number 101-199 are primarily for freshmen, 201-299 for sophomores, and 300-399 for juniors and seniors. A few courses, numbered 401 and higher, are intended for seniors only. Close attention should be given to the prerequisites listed for courses above the 100 level.

Many courses are given in alternate years. The College reserves the right to withdraw or reschedule any course when the number of qualified enrollees is insufficient or when a qualified faculty member is unavailable in a given semester.If there is sufficient demand for additional courses, they may be offered. A detailed Schedule of Courses booklet is published annually.

## Special Requirements

### Placement Testing

Entering freshmen, along with many transfer students, take several placement examinations. Exams in reading and mathematics may indicate the need for required remedial work in the Mathematics 105 or Reading 101 course. These courses prepare the student for college-level work and offer three Institutional Credits for satisfactory completion; the credits do not count toward the minimum needed for graduation. Exams in English and foreign language offer the possibility of placement in advanced courses.

### English Proficiency Examination

In coursework and personal relations each student is steadily encouraged to develop the capacity to communicate effectively in written and spoken English. That capacity must also be demonstrated through satisfactory performance on an English proficiency examination, required of every student. The examination consists of an essay on a topic chosen from a group of topics of current interest. The essay is evaluated by two or more members of the English staff, who consider its organization, grammatical correctness, clarity, and overall quality.

The examination is given in the second week of each semester. Every student must take the examination not later than the spring semester of the sophomore year. Transfer students with sophomore standing who have completed freshman English must take the examination during the first semester of enrollment. This examination must be passed before enrollment in Senior Thesis, the culmination of work in the major field. Any student who fails the examination must retake it the following semester.

## Experiential Learning

Experiential education complements the traditional academic curriculum with additional opportunities for exploration and growth. By exposing the student to unfamiliar tasks and environments, experiential learning encourages mental and emotional adjustments and promotes development of new skills and attitudes.

Students are required to complete 3 units of experiential learning (usually equivalent to 9 semester hours of credit) for graduation. Requirements for transfer students are prorated and will be determined by the number of semesters taken at Maryville College. Students are encouraged to begin satisfying these requirements during the freshman and sophomore years. Only one unit may be taken in the major field of study.

Students may earn one unit of experiential credit through satisfactory completion of any of the following:

1. A course designed to be experiential and offered during the January Term. These courses are the principal means of satisfying the requirement.
2. A regular semester course designated as "experiential." Only one experiential unit may be earned in this way, and these courses are not offered regularly.
3. A choice of individualized experiences such as:
   A. An internship, a practicum, or student teaching
   B. Three credits in the MC Life Enrichment Program (Portfolio)
   C. Three credits of Mountain Challenge
   D. A semester of study abroad approved by the College

One experiential unit may be earned in each of the categories, A through D, above in section 3.

## Comprehensive Examination

In the final semester of the senior year every student takes a comprehensive examination in the major field. The examination is designed to test the breadth and depth of understanding of the field, and to assess how well material from individual courses has been integrated.

The nature of the examinations varies from department to department. Some are developed entirely by the department, while others may consist of a national standardized test supplemented by locally developed questions. Some exams include an oral component or a recital. Both general and departmentally specific guidelines for comprehensive exams are available from all academic department chairs.

The grade received on the comprehensive examination becomes part of the total academic record, and quality points may be added or subtracted according to performance. For a grade of "A," 4 quality points are added; for "B," 2 points. A grade of "C" does not affect the quality point total; for "D," 2 quality points are subtracted. Students with transfer credit receive a percentage (total hours completed at Maryville College divided by 128) of the quality points earned according to performance. Students who receive grades of A, B, C, or D may not repeat the exam; however, a grade of "F" requires a reexamination. No more than two reexaminations are permitted, and a passing grade must be attained within two years of the first attempt.

## Senior Thesis

One of the distinctive features of a Maryville education is the Senior Thesis. Every degree candidate completes such a project in the major field, under the guidance of a faculty supervisor. The subject is of the student's own choosing and may take the form of literary or historical investigation, laboratory or field research, an interpretative effort, or creative activity in art or literature or music. The Senior Thesis requirement allows the student to exercise initiative, plan and complete a substantial piece of work, and gain the confidence and pride that comes from accomplishment. A student must have completed 70 hours including 12 hours of upper division courses in the major and must have passed the English Proficiency Examination before beginning the Senior Thesis.

# The Bachelor of Arts Degree

The Bachelor of Arts degree embodies the conviction that liberal learning is the best preparation for a satisfying and successful life, whatever one's vocation. The degree allows students to prepare for a variety of careers and professions, but it emphasizes the cultivation of those intellectual and personal qualities that mark the educated person. Through the enhancement of skills and knowledge, the deepening of sensitivities, and the clarification of personal purpose, students learn to deal responsibly with a world of uncertainty and accelerating change.

The curriculum provides opportunity for study over a broad range of subjects as well as more intensive work in a field of special interest. Each student's program of study includes three components: general education courses, major and major-related courses, and electives.

The general education component includes a few specifically required courses, but in most areas choices may be made among several options. Some individual requirements in general education are waived by virtue of the student's major; others may be met by demonstration of competence.

Major and major-related courses enable the student to gain familiarity with research methods and a body of detailed knowledge. More important, perhaps, they help the student understand what it means to know something well.

Electives are any courses taken beyond the general education and major or major-related requirements.

# General Education

Each student must satisfy the course requirement specified below. The general education component of the B.A. degree typically consists of 49 credit hours. Students may satisfy the requirements by passing the course, or by demonstrating competence and knowledge through special examination, or by meeting the condition specified for a waiver. Most of the courses are designed for the purposes of general education and are part of no major program.

| | |
|---|---|
| Freshman Inquiry Seminar and Orientation 110 | The Humanities Distribution Course |
| English 130 | Natural Science 150[c] and 250[d,e] |
| Foreign Language 110 and 120[a,h] | Fine Arts 210[f] |
| Mathematics 120[b] | Social Science 220[g] |
| History 180 or 190[h] | African Studies 310 or East Asian Studies 320 |
| Religion 230 or 240[h] | Humanities 390 |
| English 270[h] | |

[a]Not required of students who demonstrate sufficient oral and aural facility in a second language.
[b]Not required of students majoring in mathematics or pre-engineering or who otherwise demonstrate competence in all four components of the course.
[c]Natural Science 150 is waived for students with a major in the natural sciences, mathematics, physical education, pre-engineering or psychology or with a minor in the natural sciences.
[d]Natural Science 250 is not required of students with a major in the natural sciences, mathematics, pre-engineering, psychology, physical education, child development and learning, or with a minor in the natural sciences.
[e]Students majoring in Computer Science/Mathematics may petition to substitute two laboratory courses in one of the natural sciences (biology, chemistry, physics) for Natural Science 150 and 250.
[f]Students majoring in music or art may petition for a waiver.
[g]Not required of students majoring in business, economics, management, political science, or sociology.
[h]International students for whom English is a second language are exempt from the foreign language requirement. International students from cultures outside the West, principally from Asia and Africa, have a slightly wider choice of general education humanities courses: for Religion 230/240, Religion 111 or 212 may be substituted; for English 270, English 162 or 222 may be substituted; for History 180/190, History 111, 112 or 344 may be substituted. Substituted courses may not also count toward fulfillment of the humanities distribution requirement.

**Freshman Inquiry Seminar and Orientation 110**
Introduction to the fundamentals of scholarly inquiry and the basic skills necessary to college-level study with emphasis on problem solving through systematic questioning, information gathering and analysis. Written and oral communication skills are emphasized. Includes an orientation component which promotes adjustment to college life and career planning. Some sections include Mountain Challenge.
(Offered in multiple sections)

Inquiry: 3 credit hours
Orientation: 1 credit hour

**English 130: Composition and Research**
A course in organization and research methods, with major emphasis on the library paper. It also includes a review of the mechanics of writing, a study of the methods of rhetoric, attention to style, and practice in oral reports.
Prerequisite: Placement into the course, or English 115.

3 credit hours

**Foreign Language 110 and 120**
Introductory courses in French, German, Greek, Japanese, Latin or Spanish, or the equivalent in American Sign Language (ASL 101-102). Detailed descriptions are found in the listings for individual languages.

**Mathematics 120: Probability, Statistics and Computing**
An introduction to the skills necessary for organizing, describing, and interpreting numerical data. Topics covered include logic, probability, measures of central tendency, standard deviation, correlation, and normal distribution. The laboratory emphasizes the use of calculators and the computer in processing numerical data.
Prerequisite: Satisfactory performance on the mathematics placement test, or Mathematics 105.

4 credit hours with laboratory
3 credit hours without laboratory

**History 180: Great Issues in Western History I**
The story of the Western adventure with emphasis on specific problems within different time frames. Consideration of religious ideals and their confrontation with political and social realities, the growing role of natural science and its influence, and the evolution of the nation-state system, 500-1500.

3 credit hours

**History 190: Great Issues in Western History II**
The study of the Western adventure tracing the interaction of state and society from 1500-1900. This course examines the rise and development of the nation-state system, the old regime, and the emerging revolutions in politics as well as in industry and technology. Attention will be given to intellectual-cultural crises and changing lifestyles associated with these developments.

3 credit hours

**Religion 230: The Old Testament World and Culture**
The religion of Israel as it developed in concert with the rivalry with its Ancient Near Eastern neighbors.

3 credit hours

**Religion 240: The New Testament World and Culture**
The development and growth of the early church's thought and community during the first two centuries C.E. The course pays particular attention to Christianity as a religion of the Greco-Roman world.

3 credit hours

**270: Western World Literature from the Greeks to the 17th Century**
A course designed to acquaint the student with some of the Western World's literary masterpieces in translation and with a selection of significant English literary works through Milton.
Prerequisite: Sophomore standing.

3 credit hours

**Natural Science 150: Principles of Scientific Investigation**
An introduction to the formulation of scientific questions, fundamentals of observation and measurement, acquisition of data, and drawing of logical conclusions. Courses may be offered in the general areas of astronomy, biology, chemistry, geology and physics, but

each course emphasizes the approaches and techniques common to all scientific investigation. Laboratory and field experiences emphasize the process of discovery through observation, experimentation, and analysis. Prerequisite: Proficiency in mathematics above the level of Mathematics 105.

4 credit hours

**Natural Science 250: Topics in Natural Science**
An examination of selected topics in the natural sciences from an interdisciplinary perspective. The course seeks both to deepen understanding of scientific principles and to demonstrate the diverse effects of science and technology in contemporary society. Offered in multiple sections, each section considers a different topic in the natural sciences.
Prerequisite: Natural Science 150 or another suitable laboratory course; Mathematics 120 or its equivalent.

3 credit hours

**Fine Arts 210: Explorations in the Arts**
An introduction to aesthetic questions, values and benefits. Artistic achievement and modes of expression are studied in three media selected from architecture, drama, music, and visual arts. The course includes guided participation and creation in these fields.

3 credit hours

**Social Science 220: American Institutions**
An examination of the structure and functioning of the major social institutions of the United States. Emphasis is placed on economic, political, educational, religious and family institutions and on their interrelationships. The course should be taken in the sophomore or junior year; it is open to seniors only with permission of the instructor.
Prerequisite: Sophomore standing.

3 credit hours

**African Studies 310**
An examination of the sub-Saharan Africa and African peoples from the development of early cultures and empires to the re-emergence of independent states. Emphasis is on West Africa, integrating geography, history, societal institutions, religion, arts and economy.
Prerequisite: Junior or senior standing.

3 credit hours

**East Asian Studies 320**
An introduction to the peoples and societies of China, Japan and Korea. The course surveys major cultural and institutional trends from their origins through the establishment of traditional empire. Asian responses to western influences are traced and changing patterns in politics, economics and daily life are examined. The course integrates geography, history, societal institutions, religion, arts and economy.
Prerequisite: Junior or senior standing.

3 credit hours

**Humanities 390: Values and Decisions in Contemporary Society**
A course designed to increase ethical sensitivity and develop the capacity to weigh matters of moral choice. Cross-disciplinary in approach, the course encourages students to bring their separate disciplinary perspectives to bear on problems involving values in conflict. Values analysis and modes of ethical reasoning are stressed, with a view toward helping the student learn how to arrive at responsible decisions in situations of complexity and ambiguity. Multiple sections of the course are offered; some deal with a single issue; others consider a combination of topics.
Prerequisite: Junior or senior standing.

3 credit hours

**Humanities Distribution Courses**
Students are required to take one of the courses listed below. Course descriptions may be found in appropriate departmental listings in this catalog.

| | |
|---|---|
| Religion 128 | English 162 |
| Philosophy 104 | English 222 |
| Religion 212 | English 344 |
| Religion 244 | History 209 |
| Religion 346 | History 221 |
| Religion 348 | History 344 |
| | History 346 |

Two foreign language courses beyond the 100-level may also be used to fulfill the humanities distribution requirement.

# Bachelor of Arts Subject Areas

## American Sign Language

Two majors offered at Maryville College draw on American Sign Language, the major in Sign Language Interpreting and the major in American Sign Language. Courses and major requirements are listed under Sign Language Interpreting in this catalog.

## American Studies

Associate Professor McNiell, Coordinator

The minor in American Studies consists of 15 credit hours and involves courses in four fields. Required are History 112, Political Science 122, and English 221. Majors in History, Political Science, and English are required to take the two additional courses outside of their major field. These six additional hours are to be selected from the following list of courses. Courses are described under respective departmental listings.

**History 111:** History of the United States to 1865
**History 112:** History of the United States Since 1865
**History 231:** History of American Thought and Culture
**History/Business 251:** Economic History of the United States
**History 349:** Topics in American History

**English 221:** American Literature to 1865
**English 222:** American Literature since 1865

**Political Science 122:** American Government and Politics
**Political Science 321:** American Political Process
**Political Science 322:** The Judicial Process

**Religion 111:** The American Religious Experience

# Art

Professor Bonham, Assistant Professor Bianco, Mr.Birdwell

**THE MAJOR IN ART** consists of 42 credit hours in studio art and art history. Required courses are 101, 102, 103, 105; two courses chosen from 201, 202, 203 and 204; 222, 232, 303 (two terms), 312, 314, 316, and 351-352. Each art major is required to prepare a portfolio of art works which are presented in a senior exhibit.

A second track in the major, **ART FOR TEACHER LICENSURE,** consists of 36 credit hours in studio art and art history. Required courses are 101, 102, 103, 222, 232, 303 (two semesters), 312, 314, 316, 351-352 and an additional semester of 303 or 201, 202 or 203. Additional liberal studies requirements are Psychology 101, Speech 201 and Computer Science 124-125. Students pursing this track must complete 27 credit hours of professional courses in teacher education. The professional courses are listed under education in this catalog.

**THE MINOR IN ART** consists of 15 credit hours, including one course from 101, 102 and 103; one course from 201-203, or 222 or 232; one from 312-316; and six additional hours in either art history or advanced studio work. Concentration in a single medium or in art history is advised.

**101. Drawing**
An introduction to the fundamental aspects of drawing, including line, tone, form, space, and composition. Emphasis on increasing visual awareness, the use of various drawing materials, and developing drawing skills.

3 credit hours

**102. Two-Dimensional Design**
An introduction to the principles of art structure in two dimensions, taught through experimental exercises and applied problems in the visual organization of line, volume, mass, texture, movement, and color. Workshops, lectures, demonstrations, and individual and group critiques are used.

3 credit hours

**103. Introduction to Sculpture and Three-Dimensional Design**
An examination of basic problems involving form, light, color, and volume. Materials considered include clay, metal, wire, wood, paper, plaster, and various new media. The possibilities and limitations of tools, equipment, techniques, and materials are explored. Acquisition and development of skills are stressed through workshops, demonstrations, lectures, and critiques.

3 credit hours

**105. Beginning Art Appreciation**
A course designed to give the student a basic background in the chief movements and developments within the visual arts during the past century. Modern techniques, new materials, and the impact of technology on the visual arts will be covered as well as the

many movements and schools in which these have been incorporated. This course serves as a background for creative work in art studio courses as well as a short survey course for the general college student.

2 credit hours

**201. Pottery**
An introductory course in the basic techniques for clay preparation and handbuilding. Wheel throwing, glaze and slip application, decorating and firing techniques are included. The applications of clay and other media in relief and three-dimensional works are considered; traditional and contemporary uses are encouraged.

3 credit hours

**202. Photography**
Photography considered as an art form, with attention to basic concepts, techniques, and processes. The adjustable camera, lighting, exposure, film and darkroom procedures are studied. 35 mm camera required.

3 credit hours

**203. Weaving**
The study of traditional and contemporary techniques of fabric structure and embellishment. Interlacing, interlooping and knotting techniques are considered, along with the study of different loom and non-loom methods. Experimentation with fiber, color, and texture, resulting in unique creative designs for a specific use, is encouraged.

3 credit hours

**204. Graphic Design**
Along with the study of successful design and layout skills, the course includes the study of graphic design history, its processes and techniques, illustration, typography, computer graphics and other image processing systems. Emphasis for the course focuses on the student's development of visual concepts, conceptual thinking and application of problem solving.
Prerequisite: Art 102.

3 credit hours

**222. Painting**
An introduction to painting materials and techniques with emphasis on composition and expressive use of color.
Prerequisite: Art 101, 102, 105, or permission of the instructor

3 credit hours

**232. Printmaking**
An introduction to basic printmaking processes, including intaglio, relief, silk-screen, and some photographic methods. Each student develops a portfolio of prints, concentrating on one process. Special attention is given to the imaginative and creative use of line, tone, texture, and color.
Prerequisite: Art 101 and 102 or permission of the instructor.

3 credit hours

**303. Advanced Studio**
Intensive work in one medium: drawing, design, painting, ceramics, printmaking, photography, sculpture, weaving, or jewelry. Advanced study in each medium is available during the term the introductory course is offered. Advanced students work in the same studio with beginning students but have additional weekly sessions for discussion and critique. The course may be repeated in the same area.
Prerequisite: An introductory course in the medium or permission of the instructor.

2 credit hours

**312. Ancient and Medieval Art**
An examination of painting, sculpture, and architecture in the western world during the ancient and medieval periods. The primary mode of instruction is lecture/discussion with slides. The course seeks to enhance the student's capacity for careful observation of different types of artistic expression.
Prerequisite: Sophomore standing

3 credit hours

**314. Renaissance and Baroque Art**
Architecture, sculpture, and painting in Italy and Northern Europe from the 14th through the 18th centuries. Attention is given to various methods of the art historian, including the study of iconography, analysis of styles, and comparative approaches.
Prerequisite: English 270.

3 credit hours

**316. Art of the 19th and 20th Centuries**
An exploration of changing patterns of artistic expression in the modern world from Neo-Classic and Romantic to contemporary movements. The course emphasizes development in the West, with some consideration of African and Asian influences.
Prerequisite: English 270

3 credit hours

**343. Practicum**
Opportunities are available in a variety of settings: commercial firms, advertising agencies, studios of professional artists, and therapeutic centers. A practicum in art therapy with an agency offering psychological services requires completion of Psychology 101, 211, 301 and 331.
Prerequisite: One term of Art 303.

2 or 3 credit hours;
not to exceed 6

**351-352 Senior Thesis**
Individual study in either studio art with an exhibit and a formal paper or in art history involving command of the forms and usages of the formal paper. Ordinarily taken in the spring of the junior year and the fall term of the senior year

6 credit hours

# Biology

Associate Professors Ramger and Torres, Assistant Professors Sievert, Threadgill, and Craig, Dr. Riordan

The curriculum in biology provides the student sound preparation in the major areas of biological science while permitting concentration in specialized areas of particular interest. Field study in the nearby mountains and lakes and opportunity for research through Oak Ridge Associated Universities and National Laboratories such as Argonne, Brookhaven and Oak Ridge complement the curriculum.

**THE MAJOR IN BIOLOGY** consists of 47 hours in biology and chemistry and provides a comprehensive curriculum for students planning careers in which biological knowledge plays a central role. With careful elective choice students may pursue careers as professional biologists in any of the numerous subfields and enter graduate school programs that lead to research-oriented careers, or they may enter medical school or other health-related programs. Required coursework includes Biology 113, 115, 221, 222, 351, 352, 399, 301 or 355, 305 or 306, 321 or 341, and one course chosen from 349, 402, 404, 405, 406, 412, and 445; and Chemistry 121 and 122. Through a Career Advising Plan developed in consultation with an academic advisor, students develop a program of elective coursework in a variety of subjects individualized to their career goals. Specific requirements of particular post-graduate institutions should be ascertained early in the undergraduate program since they may require courses for admission beyond the minimum required for the biology major. An Advisor on Health-Related Professions is available to assist students planning careers in medicine and other health professions. Suggested languages are German, French or Spanish.

A second track in the major, **BIOLOGY FOR TEACHER LICENSURE,** consists of 43 hours in major and related fields and is designed to accommodate students planning careers as teachers of biology and of general and physical science at the secondary level. Required coursework includes Biology 113, 115, 221, 222, 321, 351, 352, 399, 412 and one additional course chosen from Biology 201 or any biology course that satisfies requirements for the Major in Biology; and Chemistry 121 and 122. The Natural Science 150 general education requirement must be satisfied in astronomy. Additional liberal studies requirements are Psychology 101, Speech 201, and Computer Science 124-125. Students pursuing this major must complete 27 hours of professional courses in teacher education. The professional courses are listed under education in this catalog. Suggested languages are German, French or Spanish.

**THE MINOR IN BIOLOGY** requires a minimum of 20 hours, including Biology 113, 115, 221, 222, and at least one course at the 300 or 400 level that satisfies requirements for the Major in Biology.

**113. Principles of Organismal Biology**
An introduction to the fundamental principles and concepts of organismal biology. Topics include: a survey of the Five Kingdoms and their phylogenetic relationships; a survey of the biomes of the Earth; an introduction to Mendelian genetics; the concept of the evolution of living organisms through natural selection as a unifying principle of biology; an introduction to animal behaviorâd a study of the anatomy and physiology of both vascular plant and vertebrate animal systems. Laboratory work supplements and expands lecture topics as well as provides an introduction to scientific observation, use of the microscope, collection and analysis of data, and construction of laboratory reports.
Prerequisite: None

4 credit hours

**115. Principles of Cellular Biology**
An introduction to the fundamental principles and concepts of cellular biology. Topics include cellular ultrastructure and physiology; basic biochemistry of the cell; bioenergetics; photosynthesis; nuclear and cell division; systems physiology; and homeostasis. Laboratory work supplements and expands lecture topics, and deals with cellular organization and function as well as biochemical and genetic processes.
Prerequisite: None

4 credit hours

**201. Natural History of the Southern Appalachians**
A field-oriented investigation of the landforms, flora and fauna of the Southern Appalachian region. Topics include: relationships between climate, geology, and topographic features; recognition of common biotic communities; location and identification of habitats of characteristic plants, animals, and fungi; roles these organisms play within communities; and impact of human activity on ecosystems. Substantial field work in the Great Smoky Mountains National Park, the Maryville College woods and local points of interest is required, including three all-day trips on weekends throughout the semester.
Prerequisite: Natural Science 150 or other laboratory science course.

4 credit hours

**216. Physiological Development of Children**
An introduction to the physiological development of the body and its systems through adolescence. The course examines the influences of genetic, nutritional, environmental and social factors on the physiological development of children.
Prerequisite: Psychology 211.

3 credit hours

**217. Anatomy and Physiology I**
A survey of the structural and functional aspects of human anatomy and physiology of the skeletal, muscular and cardiovascular systems. An introduction to cells and tissues is included. Emphasis is placed on the homeostatic role of the interdependence of various systematic functions. Laboratory work involves examination of models, anatomical dissections, study of human bones, and experimentation in the areas of muscular physiology and cardiovascular/blood studies.
Pre- or corequisite: Chemistry 117 or 121.

3 credit hours

**218. Anatomy and Physiology II**
Continuation of Biology 217 in which respiratory, digestive, nervous, endocrine, excretory, and reproductive systems are examined. Laboratory work involves examination of models, anatomical dissections, and experimentation that includes respiratory measurements, nerve conduction, reflex action, sense organs, and urinalysis.
Prerequisite: Biology 217.

4 credit hours

**219. Medical Microbiology**
A study of medically important microorganisms and immunological methods. The course stresses the clinical approach to the study of microbes and emphasizes the host's response to infection, classical and emerging pathogens as well as unusual pathogens such as viruses, fungi, and rickettsiae. Laboratory work centers on isolation and identification of microbes, environmental factors that affect microbes, and public health considerations.
Prerequisite: Biology 217.

4 credit hours

**221. Genetics**
A survey of genetics which blends classical concepts (Mendelian, cyto, immuno and population genetics) with modern biochemical and molecular explanations. The course emphasizes gene expression and regulation, bacterial and viral genetics, transposable elements, and gene cloning and manipulation. Examples are drawn from both plant and animal (including human) systems. Laboratory work provides opportunities to use classical transmission and cytological genetics as well as biochemical and molecular techniques.
Prerequisite: Biology 115.

4 credit hours

**222. Ecology**
An introduction to the principles and concepts of ecology with emphasis on the interaction of organisms with the physical environment, dynamics of populations, structure and function of communities, and relevance of ecological principles to human affairs. Topics include: biomechanical, behavioral and physiological adaptation to environmental conditions; acquisition of resources; competition within and between species; predation; decomposition; parasitism; mutualism; energy flow; material cycles; community structure and stability; succession; and species richness. Laboratory work emphasizes collection, analysis, and interpretation of experimental data, and makes extensive use of controlled environmental chambers, the greenhouse and Maryville College woods.
Prerequisite: Biology 113.

4 credit hours

**301. Cell Biology**
An advanced study of the structure and function of cell organelles with emphasis on the eukaryotic cell as a single, independent living unit. The function of each organelle is studied at the biochemical level. Processes involving the whole cell, such as endocytosis, chemotaxis, cell movement, and cell adhesion are also examined. The existence of the cell as part of a colonial or multicellular aggregation is also examined. Laboratory work emphasizes microscopic and biochemical studies of intact cells and isolated organelles.
Prerequisite: Biology 221 and Chemistry 122.

4 credit hours

**305. Vascular Plant Diversity and Taxonomy**
A study of the organismal group traditionally considered plants, beginning with fungi and algae and culminating with flowering plants. Evolutionary trends and phylogenetic relationships among the vascular plants are examined in detail. Laboratory work investigates the characteristics of representative members of various groups and introduces techniques for identification and classification of vascular plants native to and naturalized within Eastern Tennessee.
Prerequisite: Biology 113.

4 credit hours

**306. Plant Anatomy and Physiology**
A survey of the internal anatomy and physiology of the seed plant. Emphasis is given to the structure, function and development of all types of tissues and organs. Detailed study of the elements and tissues of which the plant is constructed enables the student to better understand the physiological processes of plants. Laboratory exercises examine the varied anatomical and histological characteristics of plants at the microscopic level and the related metabolic processes of these structures.
Prerequisite: Biology 113, 115 and Chemistry 121.

4 credit hours

**321. Comparative Vertebrate Anatomy**
A study of the structure, function and evolutionary adaptations of the major organ systems of the vertebrates. The skeletal, muscular, integumentary, circulatory, respiratory, digestive, excretory, endocrine, nervous and sensory systems are examined for the vertebrate groups. Laboratory work involves dissection of the major organ systems of the marine toad and the rat and compares systems of these forms with those of representative fish, reptiles and birds.
Prerequisite: Biology 113.

4 credit hours

**341. Invertebrate Zoology**
A study of the morphology and ecology of the major invertebrate phyla, protozoa through echinodermata. The protozoans and freshwater planktons are emphasized, as are insect ecology and taxonomy. Laboratory exercises involve collecting, culturing, and characterizing live freshwater and terrestrial invertebrates. An insect collection containing 50 families and 10 phyla is required.
Prerequisite: Biology 113.

4 credit hours

**343. Practicum in Biology**
Practical experiences, either on or off campus, that apply methodologies and techniques of the biological sciences in actual work settings in academic institutions, government laboratories or agencies, or private companies and organizations.
Prerequisite: Junior or senior standing and department approval.

2 to 6 credit hours

**349. Special Topics in Biology**
Seminars involving the detailed study of advanced topics in biology not encountered in other coursework. Selected subjects are animal behavior, recombinant DNA techniques, and the ecology of seeds and seedlings.
Prerequisites: At least 15 hours in biology, junior or senior standing, and permission of the instructor.

1 to 3 credit hours

**351-352. Senior Thesis**
Independent research in an area of interest to the student. The project is carried out under supervision of a faculty advisor and culminates in a formal paper as if for publication in a scientific journal.
Prerequisite: At least 19 hours in biology and 8 hours in chemistry.

6 credit hours

**355. Microbiology**
The basic principles and methodologies of the study of microbial organisms with emphasis on the eubacteria. Topics include: cellular ultrastructure and physiology; microbial metabolism and growth; properties and reproduction of viruses; microbial ecology; pathogenicity; and industrial applications of microbiology. Laboratory work stresses basic research techniques: microscopy, culture growth, isolation and identification of microbes, and mutation studies.
Prerequisite: Biology 221.

4 credit hours

**399. Research Seminar**
Professional activities in the student's chosen field, such as special topic lectures, field trips, instruction in scientific paper preparation and presentation, discussion of issues and trends within the profession and discipline.Prerequisite: Junior standing.

1 credit hour

**402. Herpetology**
A study of the amphibians and reptiles. Topics include biochemical, taxonomic, physiological, ecological and populational aspects of amphibian and reptilian biology. Laboratory work emphasizes southern Appalachian amphibians and reptiles, requires a live collection, and involves proper techniques of catching, studying, identifying and maintaining amphibians and reptiles.
Prerequisites: Biology 113 and 222, and junior or senior standing.

4 credit hours

**404. Animal Physiological Ecology**
A advanced study of how individuals interact with their environment and what constraints the environment places on an animal's physiology and behavior. Laboratory work includes methodologies used in physiological ecology and discussions of current physiological ecology research.
Prerequisites: Biology 113 and 222, Chemistry 121 and junior or senior standing.
4 credit hours

**405. Plant Population Ecology**
A detailed treatment of the dynamics of vascular plant populations and the characteristics and interactions of their constituent members. Topic include: implications of modular construction; dispersal; seed bank dynamics; establishment; recruitment; seed production; demography; clonal growth; effects of neighbors; life history strategies; evolution of plant populations; and coexistence. Laboratory work supplements lecture topics through an experimental approach that makes extensive use of controlled environmental chambers and requires the independent collection of demographic data from a plant population in the field.
Prerequisites: Biology 222 and either 305 or 306, and Mathematics 221.
4 credit hours

**406. Molecular Biology**
A survey of molecular biology which emphasizes traditional research areas such as DNA, RNA and protein structure and function. The uses of molecular biology techniques in such diverse fields as immunology, genetics, and animal and plant physiology are examined. In the laboratory students learn methods used to isolate DNA and RNA and explore electrophoretic techniques used to study the characteristics of these macromolecules.Prerequisites: Biology 221 and either 301 or 355, and Chemistry 224.
4 credit hours

**412. Comparative Animal Physiology**
An advanced study of the major physiological processes involving the nervous, endocrine, cardiovascular, respiratory, digestive, muscular, excretory, and reproductive systems. A comparative approach is used to study systems of both invertebrates and vertebrates. Emphasis is placed on homeostasis and on viewing each system's role in the function of the whole organism. Laboratory work employs methods used in animal physiology and involves both student and animal subjects.
Prerequisites: Biology 113 and 115, Chemistry 122 and junior or senior standing.
4 credit hours

**445. Limnology**
An advanced, field-oriented study of the ecology of fresh water lakes and ponds. Lectures and laboratory work focus on developing a limnological picture for each of several Tennessee Valley Authority lakes and local ponds, with critical comparisons of their responses to seasonal variations. Topics include: conservation and management of natural wetlands; EPA-designed water pollution testing; and a variety of sampling and analysis methods such as depth curves, secchi disk readings, oxygen and temperature profiles, and *E. coli* counts.
Prerequisite: Biology 341.
4 credit hours

# Business and Accounting

Associate Professor Brunger, Assistant Professors Kasper, Ledman and Sullivan, Ms. Berry, and Dr. Crawford.

**THE MAJOR IN BUSINESS** consists of a minimum of 48 hours in the principal and related fields and is designed to give the student a knowledge of the basic principles and analytical tools of business. To provide the broad perspective of the generalist, the student is introduced to a variety of business functions. This approach makes it possible for the student to consider a range of career fields, including retailing, banking, finance, marketing and insurance. Required courses are Business 215, 216, 302, 351, 352, 401, Economics 201, Management 305, Sociology 101, Mathematics 125 or 221, Computer Science 121, 123/124/125 or 217 and 15 hours chosen from Economics 321, 322, 331, 332 and Business 251, 336, 341, 342, 344 or 349.

**A MAJOR IN INTERNATIONAL BUSINESS** is also available. Requirements are listed under International Studies in this catalog.

**THE MINOR IN BUSINESS** requires completion of at least 15 hours, including Business 215, 302 and Economics 201. The minor is completed with six hours chosen from Business 341, 342, 344 and 349. The business minor is not open to management majors.

**THE MINOR IN ACCOUNTING** is designed to supplement a student's preparation in a major field. Although it will not prepare for direct entry into a career in accounting, it does provide additional depth in the field and background for further study.

The accounting minor requires completion of at least 15 hours, including Business 215, 216, and 344 and six additional hours chosen from Business 317, 318, and Computer Science 123/124/125 or equivalent.

**The B.A./M.B.A. PROGRAM IN BUSINESS** is a cooperative venture with the University of Tennessee, Knoxville. Students study for three years at Maryville College, completing all general education courses. Other M.B.A. pre-requisite courses include Economics 201, Business 215-216, and Mathematics 125. Students placing below Mathematics 125 on the math placement exam are required to take the appropriate preparatory math course(s). No comprehensive exam is required for this program. A three credit hour Senior Thesis is required and is normally completed in the summer after the first year of graduate study. Students study for two years at the University, and the B.A. is awarded by Maryville College after one year of graduate study, assuming the completion of all undergraduate coursework, the Senior Thesis, and all first year M.B.A. courses. The M.B.A. is awarded by the University after all graduate requirements are satisfied. Admission to the graduate program is not guaranteed; students must meet the University's graduate admissions standards and be recommended by the Social Science Division faculty.

**215. Principles of Accounting**
Introduction to income statements, balance sheets, changes in financial position, cash flow budgets, ratio analysis and other financial tools. Emphasis on reading and understanding rather than actual preparation.

3 credit hours

**216. Management Accounting**
Internal use of accounting information by managers in decision-making. The generation and use of information in all types of organizations for planning and control purposes, including budgeting and cost-volume-profit relationships.
Prerequisite: Business or Management 215.

3 credit hours

**251. Economic History of the United States**
Survey of American economic development from colonial times to the present. Special emphasis on the economic development of the South, the industrialization of the American economy, the development of banking and the impact of international trade.

3 credit hours

**302. Principles of Management**
Study of modern managerial principles and processes relating to business, government, church, school, and other organizations. Emphasis on the basic management functions of planning, organizing, and controlling.
Prerequisite: Sophomore standing and one course in the social sciences.

3 credit hours

**317. Cost Accounting**
The focus of this course is on interval accounting for planning and control. Topics covered include valuation of manufacturing and service processes, inventory control, and quantitative tools for decision-making.
Prerequisite: Business 216.

3 credit hours

**318. Tax Accounting**
An introduction to the preparation of tax materials for individuals and small organizations. Emphasis on reading and interpreting of tax regulations and computation of tax liability. Prerequisite: Business or Management 215.

3 credit hours

**329. International Business**
An introduction to the fundamental economic, cultural, legal, and political issues involved in transacting business in an international setting. Among topics discussed are government influence on trade, international financial markets, and social issues. May involve readings in the student's second language.
Prerequisite: Junior Standing, Business 215, and Management 302.

3 credit hours

**336. Operations Management**
Analysis of concepts and techniques for decision-making in the operations function. Focus on identification and solution of problems in the production system. Topics covered include forecasting, production, planning, scheduling, quality control, and inventory control.
Prerequisites: Management 302, Business/Management 215 and Math 120.

3 credit hours

**341. Business Law**
An introduction to the U.S. legal system involving case studies. Torts, contracts, agency and employment relationships, and commercial papers are considered.
Prerequisite: Junior standing.

3 credit hours

**342. Marketing**
An examination of individual and organizational activities aimed at facilitating market exchanges. Emphasis is on the mix of marketing variables: product, place, price, and promotion. Prerequisite: Junior standing.

3 credit hours

**343. Practicum in Business**
Practical experience enabling students to apply classroom knowledge in an organizational setting. Open only to business majors.
Prerequisite: Senior standing and permission of the business faculty.

2,3 credit hours

**344. Business Finance**
Principles of financial management, including ratio analysis, forecasting, budgeting, sources of funds, valuation, cost of capital, and taxes.
Prerequisite: Business or Management 215.

3 credit hours

**349. Selected Topics in Business**
Examination of topics in business. Topics vary depending on interest of faculty and students. Offered as demand warrants.
Prerequisite: Six hours in management or business.

3 credit hours

**351-352 Senior Thesis**
Individual study under the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.

6 credit hours

**401. Business Policy**
A course designed to foster integration of the student's knowledge of various business functions. Business problems are analyzed using the case study method. Only open to students majoring in business.
Prerequisite: Senior standing and permission of the instructor.

3 credit hours

# Chemistry

Professors Bunde and Naylor, Ms. Richardson

The curriculum in chemistry affords the student sound training in the principles and techniques of modern chemical theory and experimentation. The program integrates laboratory, theoretical, and research skills to provide the range of abilities needed by the practicing chemist, and yet permits concentration in the organic/biochemical or analytical/physical subdisciplines. Opportunity for research through the Oak Ridge Associated Universities and National Laboratories such as Argonne, Brookhaven, Los Alamos, and Oak Ridge complement the curriculum. Three distinct major programs are offered.

**THE MAJOR IN CHEMISTRY** consists of 50 hours of chemistry and related fields and provides a comprehensive curriculum for students planning careers in which chemical knowledge plays a central role. With careful elective choice students may pursue careers as professional chemists and enter graduate school programs that lead to a variety of

research-oriented careers, or they may enter medical school or other health-related programs. Required coursework includes Chemistry 121, 122, 223, 224, 351, 352, 361, 381, 399, 425, and one course chosen from 241, 311, 391 and 451; Mathematics 125 and 225; and either Physics 101 and 102 or Physics 201 and 202. Elective coursework in Computer Science is strongly recommended. Students planning graduate study in analytical or physical chemistry should elect additional coursework in mathematics and physics; significant coursework in biology should be elected by students anticipating biological applications. Suggested languages are German or French.

**THE MAJOR IN CHEMISTRY FOR THE HEALTH PROFESSIONS** consists of 55 hours in chemistry, biology and related fields and is suggested for students planning post-graduate work in medicine, dentistry, optometry or veterinary science. Required coursework includes Chemistry 121, 122, 223, 224, 311, 351, 352, and 399; Biology 113, 115, 221, 301 or 355, and 321 or 412; and Physics 101 and 102. Strongly recommended elective courses are Chemistry 241 and 361 and Biology 406. Suggested languages are Spanish, French or German. Specific requirements of particular post-graduate institutions should be ascertained early in the undergraduate program since they may require courses for admission beyond those required for this major. The Advisor on Health-Related Professions in the Division of Natural Sciences is able to assist in these matters.

**THE MAJOR IN CHEMISTRY FOR TEACHER LICENSURE** consists of 37 hours in chemistry and related courses and is designed to accommodate students planning careers as teachers of chemistry and of general and physical science at the secondary level. Required coursework includes Chemistry 121, 122, 223, 224, 241, 351, 352, 361, and 399; and Biology 113 and 115. The Natural Science 150 general education requirement must be satisfied in astronomy. Additional liberal studies requirements are Psychology 101, Speech 201 and Computer Science 124-125. Students pursuing this major must complete 27 hours of professional courses in teacher education. The professional courses are listed under education in this catalog.

**THE MINOR IN CHEMISTRY** requires a minimum of 19 hours, including Chemistry 121, 122, 223, 224, and at least three additional hours in chemistry courses that satisfy requirements for the Major in Chemistry.

**117. Fundamentals of Chemistry I**
Introduction to the fundamental principles of chemistry with emphasis on inorganic chemical concepts. Topics include the physical properties of matter, periodic relationships of elements, chemical bonding and nomenclature, basic stoichiometric and equilibrium relations, gas laws and kinetics, solution and acid-base chemistry. Laboratory work emphasizes physical measurement, chemical stoichiometry, acid-base chemistry and titration.
Prerequisite: Qualification to enter Mathematics 115 or 120.
4 credit hours

**118. Fundamentals of Chemistry II**
Introduction to the fundamental concepts of organic and biochemistry. Topics include a survey of the nomenclature and reactivities of major organic functional groups, an introduction to the structure and chemical properties of biomolecules, and the catabolic and anabolic pathways of metabolism. Laboratory work emphasizes the chemical properties

and reactivities of organic molecules, the chemistry of lipids, proteins, and carbohydrates, basic enzyme chemistry, and the chemistry of body fluids.
Prerequisite: Chemistry 117.

4 credit hours

**119. Nutritional Biochemistry**
A continuation and expansion of the concepts of biochemistry presented in Chemistry 118, with emphasis on the relationship of nutritional chemistry to the basic biochemical pathways of metabolism. The course centers on clinical nutrition concepts and theories of diet and disease and on how they are related to infant, child and adult growth, development and patient care and recovery.
Prerequisite: Chemistry 118.

3 credit hours

**121. Principles of Chemistry I**
An introduction to the principles which govern the behavior of chemical and physical systems. Among topics discussed are elements, compounds and the periodic table; chemical reactions and stoichiometry; thermochemistry; nuclear reactions; atomic theory; quantum chemistry of atoms and molecules; chemical periodicity; bonding and molecular structure. Laboratory exercises stress development of proper experimental technique and interpretation of empirical data. Chemistry 117 is a recommended first course for students having limited mathematics skills and no previous chemistry.
Prerequisite: Qualification to enter Mathematics 115 or 120 and high school chemistry or sophomore standing.

4 credit hours

**122. Principles of Chemistry II**
Continuation of Chemistry 121. Topics include: gas laws and kinetic molecular theory; molecular polarity and intermolecular forces; physical and colligative properties of liquids and solutions; reaction kinetics and mechanism; general and acid-base equilibria, pH, and buffers; ionic solid solubility; free energy and entropy relations; electrochemical phenomena. The laboratory continues development of manipulative skills, with emphasis on quantitative as well as qualitative procedures. Skills in scientific writing are developed through formal laboratory reports.
Prerequisite: Chemistry 121.

4 credit hours

**223. Organic Chemistry I**
An introduction to the chemistry of organic compounds. Nomenclature (IUPAC) and functional group chemistry of aliphatic and aromatic hydrocarbons are emphasized. Physical and chemical properties, mechanisms for synthesis, and the spectroscopic properties of each chemical class are studied. Special emphasis is placed on modern tools by which structural and mechanistic properties are discovered. Laboratory experiments employ the microscale approach and concentrate on separation and chemical characterization methods, simple organic syntheses, and spectral analysis of synthetic products.
Prerequisite: Chemistry 122.

4 credit hours

**224. Organic Chemistry II**
An examination of the fundamental organic functional groups and their characteristic reactions, with emphasis on biological, medicinal, pharmacological, and industrial examples. Each functional group (alcohol, ether, acid, etc.) is introduced by investigating its physical, chemical, spectral, and reaction properties. Special emphasis is placed on the spectral (NMR, IR, MS, and UV-Vis) analysis of increasingly complex molecules. The

chemical literature is introduced through discussions of print and electronic retrieval searches. Laboratory work involves multi-step syntheses using the microscale approach, separation techniques and spectral methods.
Prerequisite: Chemistry 223.

4 credit hours

**241. Quantitative Analysis**
The principles and techniques of volumetric, gravimetric and potentiometric methods of quantitative analysis. Lectures and an extensive laboratory component examine the theoretical and empirical aspects of classical analytical chemistry through topics such as statistical treatment of data, acid-base equilibria, titrimetry, complexation and precipitation reactions, and electroanalytical methods.
Prerequisite: Chemistry 122.

3 credit hours

**311. Biochemistry**
A detailed study of the major classes of biomolecules and their structural and functional relationships. The physical and chemical properties of proteins, carbohydrates, lipids and nucleic acids are examined through the study of catabolic and anabolic reaction pathways. Basic enzyme kinetics is emphasizes, along with their bio-organic mechanisms and control strategies in both primary and secondary metabolic pathways. Modern methods of separation, purification, and structural identification (2-d NMR, HPLC, Fluorescence) are considered. Laboratory work involves a survey of separation and purification methods and characterization of biological molecules, culminating in the partial purification, characterization, and kinetic profile determination of a fungal or plant enzyme.
Prerequisite: Chemistry 224.

4 credit hours

**343. Practicum in Chemistry**
Practical experiences, either on or off campus, that apply methodologies and techniques of the chemical sciences in actual work settings in academic institutions, government laboratories or agencies, or private companies and organizations.
Prerequisite: Junior or senior standing and department approval.

2 to 6 credit hours

**349. Special Topics in Chemistry**
Seminars involving the detailed study of advanced topics in chemistry not encountered in other coursework. Selected subjects are radiochemistry, polymer chemistry, advanced inorganic and advanced organic chemistry.
Prerequisites: At least 16 hours in chemistry, junior or senior standing, and permission of the instructor.

1 to 3 credit hours

**351-352. Senior Thesis**
Independent research in an area of interest to the student. The project is carried out under supervision of a faculty advisor and culminates in a formal paper as if for publication in a scientific journal.
Prerequisite: At least 19 hours in chemistry.

6 credit hours

**361. Modern Organic Spectroscopy**
Organic chemical analysis using spectroscopic techniques along with physical and wet chemical methods. The basic theory of operation, design, maintenance, sample preparation methods and spectral analysis are discussed for a range of instruments including

dispersive and Fourier infrared, continuous wave and Fourier multi-element nuclear magnetic resonance, computer-interfaced ultraviolet and fluorescence, and mass spectrometry. The modern separation methods of gas chromatography, high pressure liquid chromatography, GC-MS and LC-MS are also emphasized. Basics of computer interfacing and laboratory networking are introduced. Laboratory work involves purification, identification and spectral analysis of organic unknowns and introductions to spectral database searching and computer-interfacing.
Prerequisite: Chemistry 224.

3 credit hours

**381. Physical Chemistry I**
An advanced study of the physical and chemical properties of systems at equilibrium. Chemical thermodynamics is the central theme: laws of thermodynamics; Gibbsian and Maxwellian relationships; detailed characterization of gases; spontaneity and equilibrium; calorimetry and other thermochemical considerations. Other topics include colligative properties; vapor liquid equilibria; phase rule and composition diagrams; and transport properties. Use of in-house computer modelling software is encouraged.
Prerequisites: Chemistry 122 and Mathematics 225.

3 credit hours

**391. Physical Chemistry II**
An advanced study of the dynamics of chemical systems at the molecular level. Chemical kinetics and an introduction to statistical mechanics are central themes: measurement of reaction rates and data reduction; transition state theory; and reaction mechanisms, with emphasis on the steady-state approximation. Additional topics include the kinetic molecular theory; the distribution laws of Maxwell and Boltzmann; partition functions; photochemistry; surface phenomena; and the theoretical bases of molecular spectroscopy. Use of in-house computer modelling software is encouraged.
Prerequisite: Chemistry 381.

3 credit hours

**399. Research Seminar**
Professional activities in the student's chosen field, such as searching the chemical literature, instruction in scientific writing and oral presentation, special topics in the nature of scientific research, and discussions of issues and trends within the profession.
Prerequisite: Junior standing.

1 credit hour

**425. Physical Chemistry Laboratory**
Physico-chemical measurement using modern analytical methods and instrumentation. The physical properties, thermodynamics, and kinetics of chemical systems are investigated using calorimetry, polarimetry, refractometry, densitometry and dilatometry. Experiments involving measurement of viscosity, surface tension, electrical conductivity, vapor pressure, and colligative properties may also be performed.
Prerequisite: Chemistry 381.

2 credit hours

**451. Quantum Chemistry**
Fundamentals of quantum mechanics and symmetry arguments as they apply to spectroscopic analysis and atomic/molecular structure. The experimental basis of quantum theory is examined along with a detailed description of wave mechanics and its methods. The nature of wave functions and operators are introduced, and approximate solutions to the Schrödinger wave equation are obtained for simple systems. Other topic include spectroscopic term designation; calculation of physical constants; and characterization of intermolecular forces and chemical bonding. Symmetry and group theoretical operations are discussed and applied.
Prerequisites: Chemistry 122, Mathematics 225, and Physics 101 or 201.
3 credit hours

# Child Development and Learning

Students who plan to work with children or enter a graduate program in child development may choose the major in child development. The major consists of 45 or 46 credit hours in psychology and related fields. Major requirements and course descriptions may be found under the listing for psychology.

Child Development and Learning is also the major pursued by students seeking teacher licensure for elementary grades. Major courses are listed under psychology, and professional courses are listed under education.

# Computer Science

Professors Dent and Nichols, Assistant Professors Pietenpol and Kelly, Mr. Binder

**THE MAJOR IN COMPUTER SCIENCE/MATHEMATICS** consists of 52 hours in Computer Science and Mathematics. Courses required in Computer Science are 122, 219, 221, 301, 303, 311, 349 and 351-352. Courses required in Mathematics are 125, 225, 232, 235, 236, 321, and 326.

**THE MAJOR IN COMPUTER SCIENCE/BUSINESS consists of 56** hours. Courses required are Computer Science 122, 123/124/125, 217, 221, 311, 313, 349, and 351-352; Mathematics 125, 221, and 225 or 232; Economics 201 and 322; Business 215, 302, 342, and 401. For students wishing to emphasize finance, Business 216 and 344 may be substituted for Economics 322 Business 342. The courses in business and economics are described under the respective departmental listings.

**THE MINOR IN COMPUTER SCIENCE** consists of 16 credit hours.Computer Science 122 and 221 are required, as is one course chosen from 123/124/125, 217, and 219; also required are two 300-level courses.

**121. Introduction to Computing: BASIC**
An introductory course for students with little or no previous programming experience. Elementary computer terminology, machine organization, and programming projects in the BASIC language are stressed. Does not count toward the major in Computer Science/ Mathematics, Computer Science/Business, or the minor in Computer Science.
Prerequisite: Math 105 or satisfactory performance on themathematics placement examination.
3 credit hours

**122. Introduction to Computer Science: PASCAL**
An introduction to Computer Science and structured programming with the PASCAL language. Emphasis on program design, coding, debugging, documentation, and programming projects.
Prerequisite: Math 105 or satisfactory performance on the mathematics placement examination.

4 credit hours

**123. Application Software: Word-processing**
Concepts of word processing are studied with expertise gained with a leading software package.

1 credit hour

**124. Application Software: Spreadsheets**
Concepts of spreadsheets are studied with expertise gained with a leading software package.
Prerequisite: Math 105 or satisfactory performance on the mathematics placement examination.

1 credit hour

**125. Application Software: Database**
Concepts of data base management are studied with expertise gained in a leading software package.
Prerequisite: Math 105 or satisfactory performance on the mathematics placement examination.

1 credit hour

**217. Intermediate Programming: COBOL**
Structured programming in the COBOL language. Emphasis on program design, coding, debugging, and documentation with applications taken from business-related disciplines.
Prerequisite: Some previous programming experience.

3 credit hours

**219. Intermediate Programming: FORTRAN**
Structured programming in the FORTRAN language. Emphasis on program design, coding, debugging, and documentation with applications taken from scientific disciplines.
Prerequisite: Some previous programming experience and Mathematics 115 or the equivalent.

3 credit hours

**221. Computer Architecture**
Introduction to computer organization and architecture. Hardware components, representation of data, machine language instruction, I/O devices, and operations.
Prerequisite: Computer Science 122.

3 credit hours

**301. Assembly Language Programming**
An introduction to assembly language programming on a microcomputer. Extensive practice in programming with assigned projects.
Prerequisite: Computer Science 221.

3 credit hours

**303. Discrete Structures**
Discrete structures useful in computer science. Topics will include sets, logic, boolean algebra, graphs, trees, and combinatorics.
Prerequisite: Computer Science 122, Mathematics 225 and 232.

3 credit hours

**311. Data Structures and File Processing**
An introduction to the concepts and techniques of structuring and manipulating information. Topics include sequential access files, random access files, elementary data structures, linked lists, stacks, sorting, and searching.
Prerequisite: Computer Science 122.

3 credit hours

**313. Data Base Management Systems**
A course in the design, function, and application of data base management systems.
Prerequisite: Computer Science 125 and 311.

3 credit hours

**349. Selected Topics in Computer Science**
Topics selected from such areas as operating systems, artificial intelligence, and computer graphics, depending on current faculty and student interests.
Prerequisite: Computer Science 221 and permission of instructor.

3 credit hours

**351-352. Senior Thesis**
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.

6 credit hours

# Dance

**241.**
Class lessons in ballet, jazz, or tap, taught at the Van Metre School of Dance in downtown Maryville. (The student registers through the College and pays the lesson fees to the Van Metre School of Dance.) Two hours of class instruction per week and a minimum of two hours of outside practice per week as required. A maximum of 6 credit hours may be counted toward graduation requirements.

1 credit hour

# Debate

Intercollegiate debate is available as a credit and a non-credit offering. Students may enroll in two semesters of debate for three credit hours; enrollment in additional semesters is for one credit hour per semester. A maximum of 12 credit hours in debate may be earned. Debate is offered as demand warrants.

# Economics

Associate Professor Brunger, Assistant Professor Kasper

The major in economics is appropriate for the student interested in the functioning of the economic system and in economic policy. For most positions in the business world, students who major in economics are competitive with those who major in business. For situations with strong theoretical emphasis, the major in economics provides an important advantage. The economics major also provides a basis for graduate study in management, business, finance, law, and a variety of other fields.

**THE MAJOR IN ECONOMICS** consists of a minimum of 42 hours in economics and related fields. Required courses in economics are 201, 221, 321, 322, 331, 334, and 325 or 332 or 349, 351 and 352. Additional courses required include Business 215, Sociology 101, Mathematics 125 or 221, Social Science 301, and Political Science 122 or 232.

**THE MINOR IN ECONOMICS** consists of 15 hours, including 201, 321, 322 and six hours chosen from 221, 325, 331, 332, 334, and 349.

A second track in the major, **ECONOMICS/HISTORY FOR TEACHER LICENSURE**, leads to licensure in economics with a secondary emphasis in history. The track requires 37 hours. Courses required in economics are 201,221, 321, 325, 331, 334, 351 and 352; courses required in history are 111, 112, 221, and either 342 or 344. Additional liberal studies requirements are Psychology 101, Speech 201 and Computer Science 124-125. Students pursuing this track must complete 27 credit hours of professional courses in teacher education. The professional courses are listed under education in this catalog.

**201. Principles of Economics**
A survey of economic principles and institutions, emphasizing the study of market economies throughout the world. Topics include the model of supply and demand, the theories of competition and monopoly, the theory of international trade, and the theories of employment, prices and money.

3 credit hours

**221. Economic Development**
An inquiry into the problems of economic development and social change in less developed countries. The course focuses on issues of poverty, population, industrialization, agriculture, and trade.

3 credit hours

**251. Economic History of the United States**
Survey of American economic development from colonial times to the present. Special emphasis on the economic development of the South, the industrialization of the American economy, the development of banking and the impact of international trade.

3 credit hours

**321. Macroeconomics**
Macroeconomic theory and analysis, including synthesis of classical and Keynesian models of income determination. Monetary theory, inflation, unemployment, and expectations are studied, and current economic issues are examined. A computer laboratory is included. Prerequisite: Economics 201.

4 credit hours

**322. Microeconomics**
Microeconomic theory and analysis, including consumer demand, prediction, the firm, and general equilibrium. Applications to problems of private choice and public policy are considered.
Prerequisite: Economics 201.

3 credit hours

**325. International Trade and Finance**
An examination of the theory of trade, barriers to trade, balance of payments, exchange rates, and the adjustment process. The role of international institutions is considered, including the International Monetary Fund and multinational enterprise.
Prerequisite: Economics 201.

3 credit hours

**331. Public Policy Toward Business**
An inquiry into the control of monopoly through antitrust law and promotion of the public interest through actions of regulatory commissions. Selected aspects of government ownership and operation of enterprises and promotion and protection of business interests are considered.
Prerequisite: Economics 201

3 credit hours

**332. Money and Banking**
Study of the nature and function of money, banks, and financial markets; the role of money in the economy, monetary theory and policy; the Federal Reserve System and money supply process; international monetary relationships.
Prerequisite: Junior standing and Economics 201.

3 credit hours

**334. History of Economic Thought**
An examination of the development of economic thought since ancient times. The course emphasizes the emergence of economics as a social science from the late 18th century to the present.
Prerequisite: Economics 201.

3 credit hours

**349. Selected Topics in Economics**
Focuses on timely topics in national or international economics not covered in other department courses. Course content varies from year to year. Offered as demand warrants.
Prerequisite: 9 hours in economics or permission of the instructor.

3 credit hours

**351-352. Senior Thesis**
Individual study under the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.

6 credit hours

# Education

Associate Professor Keith, Director of Teacher Education; Associate Professor Jacob, and Assistant Professor Simpson.

## Teacher Education Professional Courses

Teacher education at Maryville College is an interdepartmental function, the responsibility of the College as a whole rather than a single department. The program of preparation combines broad study in the liberal arts, specialized courses in a major field of study, and a professional education component. For students who plan to teach in the elementary grades, Maryville College offers a program designed to prepare students for licensure for grades K- 8, with a K-4 specialty area. These students complete the major in Child Development and Learning offered through the Division of Behavioral Sciences and Human Services. Those interested in teaching at the secondary level (grades 7-12) complete the appropriate major in the area in which they plan to teach.

The following licensure areas are available: Biology, Chemistry, Physics, Economics/History, English, History/Economics, History/Political Science, Mathematics, Political Science/History, Spanish, Music (vocal or instrumental), Art and Physical Education are available as K-12 licensure programs.

Professional courses designed to prepare students to meet licensure standards must also be taken. These are listed below.

SECONDARY LICENSURE: PER 236, Psychology 218 and 334, Education 301, 321, 343 (two credits), 399 (may be combined with Senior Thesis 352), and 401.

ELEMENTARY LICENSURE: Education 301, 307, 320, 321, 322, 399 (may be combined with Senior Thesis 352), and 401.

Careful planning of one's course of study is necessary to insure that all general, major, and professional teacher licensure requirements are met within the framework of four years. It is particularly important to complete Psychology 101, Introductory Psychology, in the freshman year. Students should meet with the adviser for teacher licensure in their major area as soon as possible.

Admission to Teacher Education is not automatic and occurs only after certain qualifications are met. A minimum cumulative grade point average (GPA) of 2.5 is required in addition to a minimum score on certain standardized tests. The Level I screening process is fully explained at a screening meeting held in October and February each year. It includes, in addition to the GPA and standardized test requirements, a writing sample from the candidate, satisfactory recommendations from faculty and others, a speech and hearing screening, and an interview with the Screening Committee. Admission to Teacher Education is considered conditional until Level II of the process is completed the semester prior to student teaching. No courses with an Education prefix may be taken unless a student has been accepted into the Teacher Education program through the Level I screening process.

**301. Models of Classroom Management and Instruction**
Students will learn about and to able to use a variety of research-based models of instruction. Implications of these models for classroom management and organization will be made explicit. Directed observation of classrooms and planned micro-teaching experiences are an important aspect of this course.
Prerequisite: Psychology 218.

3 credit hours

**307. Instructional Strategies for Mathematics**
This course provides instruction in the design and implementation of elementary mathematics lessons, including the use of manipulatives, computer assisted instruction and calculators. Directed field study and planned micro-teaching experiences are important aspects of this course.
Prerequisites: Psychology 211 and Computer Science 124-125
Pre or corequisite: Math 207.

2 credit hours

**320. Reading and Writing K-4**
This course provides students with an understanding of the developmental processes involved in the ability to read and write. Students will be able to use the major approaches designed to teach reading and will be able to assist pupils in developing effective written communication. The use of the computer for instruction and directed field study are included in this course.
Prerequisites: Psychology 211 and 306, Education 301.

3 credit hours

**321. Reading and Writing in the Content Classrooms**
Instruction and practice in various strategies designed to integrate and reinforce reading and writing for meaning in all subject areas. Emphasis is on using textbooks and other printed material to facilitate reading comprehension and concept development.Prerequisites: Psychology 218 and Education 301.

2 credit hours

**322. Instructional Strategies for Science and Social Studies**
An examination of various approaches to the teaching of science and social studies including unit planning, investigations/inquiry, problem-solving, thematic integration. Emphasis is on selecting and translating content knowledge into developmentally appropriate instructional experiences for children. The use of computers for instruction and directed field experiences are included.
Prerequisites: Psychology 211 and Education 301.

2 credit hours

**343. Practicum in Methods and Materials**
Field-based, professionally directed experiences which familiarize students with the curriculum and with the instructional knowledge and skills appropriate for use in a selected K-12 program area. This course is designed by Maryville College faculty in conjunction with area field-adjunct faculty.
Prerequisites: Psychology 218 and Education 301. This course must be arranged with the Director of Teacher Education the semester prior to beginning the practicum.

2 credit hours

**399. Professional Seminar on Teaching**
This course is offered in conjunction with Student Teaching. It is designed to provide new members of the profession with a sense of identity as teachers, and with the knowledge and skills necessary to encourage their continued professional growth. Emphasis is

on self-reflection on practice, the exploration of the multiple contexts of teaching, the analysis of the classroom and school as workplaces, and peer problem-solving. When Senior Thesis 352 is integrated into the seminar, individual field-based or "action" research is completed during the semester under the guidance of faculty supervisors and the student's cooperating teacher. The resulting project will demonstrate the command of the forms and usage of the formal paper.
Prerequisites: Acceptance into Level II of Teacher Education, permission of the Director of Teacher Education when Senior Thesis 352 is integrated into the seminar.

3 credit hours

**401. Student Teaching**
A full-day, supervised teaching experience in at least two classrooms of two different grade levels under the guidance of Maryville College faculty and cooperating classroom teachers. The Professional Seminar on Teaching (Education 399) is taken in conjunction with this course. No other coursework may be taken during student teaching.
Prerequisite: Acceptance into Level II of Teacher Education.

9 credit hours

# Engineering

Professor Nichols, Coordinator

The dual degree program in engineering is described in the catalog section on pre-professional programs. Ninety-six credit hours must be earned at Maryville, with the remainder completed at the cooperating institution. The program is highly structured, and most of the courses are part of a sequence. For that reason, one's course of study must be carefully planned to insure that all general education and major requirements are met during the three years spent at Maryville. Required courses are Mathematics 125, 225, 235 and 236, Physics 201, 202, and 203, Chemistry 121 and 122, Computer Science 219, and Senior Thesis 351.

See course listings under appropriate departments.

**351. Senior Thesis in Engineering**
Individual study under the guidance of a faculty supervisor involving the command of the forms and usages of the formal paper.

3 credit hours

# English

Professor Beck, Associate Professor Schneibel, Assistant Professors Butts and Overstreet, Dr. Bushing, Ms. Byrd and Mr. Powell

The majors in literature in English or in Writing/Communication are recommended for a variety of careers. The skills emphasized in organized thinking, writing, and research prepare the student not only for teaching and for the many branches of editing and publishing but also for other professions such as law, librarianship, and the ministry. These same skills are in demand in business and industry, where leadership positions go to those who can think logically and express themselves clearly.

**THE MAJOR IN LITERATURE IN ENGLISH** requires a minimum of 36 hours in departmental courses above the 130-level, including 162, 311, and 351-52. Three related

courses in history are required, to be chosen from History 111, 112, 211, and 212. The foreign language requirement (a two-course sequence) should be chosen from French, German or Spanish. **THE MINOR IN LITERATURE IN ENGLISH** requires the completion of 15 hours of English above the 130-level, including English 162 and 311. Other courses may be chosen from the literature offerings on the basis of the student's particular interest.

A second track in the major, **ENGLISH FOR TEACHER LICENSURE,** consists of 36 credits in English. Two related courses are to be chosen from History 111, 112, and 212. Additional liberal studies requirements are Psychology 101, Speech 201, and Computer Science 124-125. Students pursuing this track must complete 27 hours of professional courses in teacher education. The professional courses are listed under education in this catalog.

**THE MAJOR IN WRITING/COMMUNICATION** requires a minimum of 40 hours in English above the 130-level and six hours in related courses to be chosen from History 111, 112, 211, and 212. All majors must take English 162, 216, 219, 311, 337 or 343 and 351-52. Nine additional hours in literature must be chosen from English 221, 222, 332, 334, 335, and 336. Twelve hours in writing must be chosen from English 215 (a maximum of six hours), 217 and 325. All writing majors are strongly encouraged to minor in an area that will give them a degree of expertise in a field other than English.

**THE MINOR IN WRITING/COMMUNICATION** requires 15 hours in writing above the 130-level, including English 216 and 219. The remaining hours may be chosen from English 215, (a maximum of six hours) 217 and 325.

**115. Fundamentals of English Usage**
A basic course in expository writing that combines systematic study of grammar and mechanics with exercises in sentence combining, practice in paragraph and essay writing. Students may expect to acquire writing skills that will be useful in all college courses.
3 credit hours

**130. Composition and Research**
A course in organization and research methods, with major emphasis on the library paper. It also includes a review of the mechanics of writing, a study of the methods of rhetoric, attention to style, and practice in oral reporting.
Prerequisite: Placement into the course or English 115.
3 credit hours

**162. Interpreting Literature**
A genre approach with concentration on the forms of the short story, drama and poetry. The course is designed to cultivate skills in analysis and appreciation of works ranging from the classical Greek to the contemporary American and Continental. Through class discussion and oral and written reports the students model processes by which literature is taught and meaning enhanced.
Corequisite: English 130.
3 credit hours

**208. Children's Literature**
A historical and critical overview of children's literature from the 15th century to the present with emphasis on milestone books, authors and illustrators. Attention is given to literary styles, genres, the relationship of art and text, and criteria for judging contemporary literature.
Prerequisite: English 130.
3 credit hours

**215. Creative Writing**
Group discussion and individual conferences on students' writing. Courses may be offered in the writing of fiction, poetry, or plays and scripts. Specific assignments that allow development of creative and analytical skills will be given in all courses.
Prerequisite: English 130.

3 credit hours

**216. Publications**
Working as a staff member on either the *Highland Echo*, the *Chilhowean*, or *Impressions*. This course can be taken for a maximum of four credit hours, at one credit hour per semester, for service on the *Echo* or *Chilhowean* staff. For service on the *Impressions* staff, one may receive a maximum of two credit hours, at one credit hour per academic year. (This assumes a full nine months service).
Corequisite: English 217 for *Echo* or *Chilhowean*, and sophomore standing for *Impressions*.

1 credit hour

**217. Journalism**
An introduction to writing and editing for the print media, including the production of the *Highland Echo*. Courses may be offered in newspaper and magazine reporting and writing, or in newspaper and magazine editing, layout and design.
Prerequisite: English 130

3 credit hours

**219. Advanced Composition**
The study and practice of nonfiction prose, with an emphasis on rhetorical strategies, style, and audience. Students are required to engage in a semester-long project on some aspect of writing or writing theory.
Prerequisite: English 130.

3 credit hours

**221. American Literature to 1865**
A survey of American literature from its beginnings to the end of the Civil War. After a brief survey of the colonial period, the emphasis is on such writers as Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman.
Prerequisite: English 130

3 credit hours

**222. American Literature Since 1865**
A survey of American literature from the post-Civil War period to the present. The emphasis is on such writers as Dickinson, Twain, James, Eliot, Frost, Fitzgerald, Faulkner, Hemingway, Williams and Miller.
Prerequisite: English 130.

3 credit hours

**270. Western World Literature from the Greeks to the 17th Century**
A course designed to acquaint the student with some of the Western World's literary masterpieces in translation and with a selection of significant English literary works through Milton.
Prerequisite: Sophomore standing.

3 credit hours

**311. History of the English Language**
The history and development of the English language based on textual analysis of Old, Middle, and Early Modern English, with some attention to modern grammar and linguistic theory.
Prerequisite: Junior standing.

3 credit hours

**314. History and Literature of Western Theatre**
(See catalog description in Theatre).

**322. Major Periods in American Literature**
Explorations in depth of such significant American literary movements and periods such as the colonial and national periods, the American Renaissance, Realism and Naturalism, Modernism and Postmodernism. Course content and focus will vary.
Prerequisite: Junior standing.

3 credit hours

**325. Business, Technical and Scientific Writing**
The study and practice of various written formats used in professional writing, including memos, letters, reports, and manuals of instruction. Practice in listening, speaking, editing, and group communication skills is also emphasized. Courses may be offered in business writing or technical and scientific writing.
Prerequisite: Junior standing.

3 credit hours

**331. English Literature of the Middle English Period**
The major works of Chaucer read in Middle English, with lectures on the historical and literary backgrounds and on other important works of the Medieval Period, such as *Piers Plowman, The Pearl, The Wakefield Cycle,* and medieval lyrics.
Prerequisite: Junior standing.

3 credit hours

**332. English Literature of the Elizabethan Period**
A study of Shakespeare and his chief contemporaries with equal emphasis on the comedies, tragedies and histories as well as attention to the historical and literary backgrounds of the period.
Prerequisite: Junior standing.

3 credit hours

**333. English Literature of the 17th Century**
A study of the poetry and prose of the 17th century to Dryden. Emphasis in poetry is on the schools of Donne and Jonson, culminating in a study of the major works of Milton.
Prerequisite: English 162 and 270.

3 credit hours

**334. English Literature of the Restoration and 18th Century**
A survey of literature from 1660 to 1790, with emphasis on the writing and influence of Dryden, Swift, Pope, Johnson, and Boswell. The course also deals with the emergence of new trends such as the periodical essay and other literary forms of the period.
Prerequisite: English 162 and 270.

3 credit hours

**335. English Literature of the 19th Century**
A study of the poetry and non-fiction prose of the English Romantic and Victorian periods. Writers to be studied include Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Carlyle, Arnold, Ruskin, and the Pre-Raphaelites.
Prerequisite: English 162 and 270.

3 credit hours

**336. Twentieth Century British Literature**
A survey of the works of such major authors as Shaw, Lawrence, Joyce, Woolf, Yeats, Eliot, Auden, and Beckett, as well as some of the important literary groups or movements. The writings of promising contemporary writers may also be included.
Prerequisite: English 162 and 270.

3 credit hours

**337. Internship in Writing/Communication**
Field experience that provides an introduction to careers in writing and communications through work on the writing staff of a newspaper, magazine, publishing house, or related enterprise. Internships require a time commitment equivalent to full-time employment for a minimum of nine weeks.
Prerequisite: English 217, 219 or 325.

9 credit hours

**343. Practicum in Writing/Communication**
On- or off-campus experience that provides an introduction to careers in writing and communications. Involvement is expected to be at least three hours of activity per week during the semester for each credit hour earned.
Prerequisite: English 217, 219 or 325.

2-6 credit hours

**344. Modern Literature of the Western World**
A study of works in the Anglo-American-European tradition. Readings from such authors as Moliere, Tolstoy, Kafka and Eliot are examined to discover trends and developments in some of the philosophical, historical, and aesthetic movements of the past three hundred years.
Prerequisite: English 270.

3 credit hours

**347. The English Novel**
A study of the English novel from its beginnings in the 18th century to the modern period. While tracing minor streams in fiction such as the epistolary and Gothic, the course concentrates on the major novelists.
Prerequisite: Junior standing.

3 credit hours

**348. Critical Theory**
A historical survey of the theory and practice of literary criticism from the classical Greeks to the moderns, with special attention given to various contemporary critical theories. Students will be encouraged to formulate their own set of theoretical questions and methods of practical criticism.
Prerequisite: Junior standing.

3 credit hours

**349. Special Topics in Literature**
Course content varies to meet the special interests, abilities, and needs of advanced students.
Prerequisite: Junior standing.

3 credit hours

**351-52. Senior Thesis**
Individual study, with the guidance of a faculty supervisor, on a topic that will provide experience in intensive research and the preparation of a formal paper. The study is usually begun in the last term of the junior year and completed in the first term of the senior year.

6 credit hours

# English as Second Language

Mr. Franklin, Director of the Center for English Language Learning

The Center for English Language Learning offers courses for credit to students who enroll in Maryville College. A more complete description of the Center can be found in the Admissions section of this catalog.

**101. Composition for ESL Students**
A semester-length course for international students who have studied English as a second language but need additional work to reach college-level proficiency in English writing and rhetoric necessary for writing requirements of regular academic courses. Those who demonstrate mastery of writing skills, through standardized tests and writing samples, may begin with English 115 or 130.

3 credit hours

Courses offered in five-week intensive modules are as follows:

| | |
|---|---|
| Beginning: levels 1 & 2 | 1 credit hour |
| Elementary: levels 3 & 4 | 2 credit hours |
| Low Intermediate: 5 & 6 | 2 credit hours |
| High Intermediate: 7 & 8 | 2 credit hours |
| Advanced: 9 & 10 | 2 credit hours |
| Part-time | 2 credit hours |

# Environmental Science

Students planning careers in Environmental Science should major in biology and develop a course selection carefully designed to assist in meeting career goals. A minor in chemistry is also recommended. Because Environmental Science is an applied field, students are strongly encouraged to include in their programs an internship or practicum at one of the institutions with which Maryville College maintains a research arrangement. Major requirements and course listings may be found under biology and chemistry in this catalog.

# Foreign Languages

Instruction is available in seven foreign languages; majors are offered in Spanish, and American Sign Language, and a minor is offered in German. Course descriptions can be found under listings for French, German, Greek, Japanese, Latin, Spanish and Sign Language Interpreting.

The study of foreign languages offers an introduction to new cultural patterns along with the acquisition of specific skills that are increasingly useful in a closely interrelated world. Business majors who know German, Spanish or Japanese, for example, will find broader opportunities in their field, and political science majors interested in international law would do well to study several languages. All students planning to attend graduate school should prepare themselves with at least one additional language.

# French

Assistant Professor Doucette

**110. Elementary French I**
An introduction to French emphasizing use of the spoken language. Attention is given to pronunciation and speech patterns, the development of a working vocabulary, and the framing of simple sentences. Students are introduced to the concept of cultural diversity and are encouraged to develop an awareness and appreciation of other cultures. Class meetings are supplemented by drill sessions in which students practice the grammatical concepts introduced in the master class.

4 credit hours

**120. Elementary French II**
A sequel to French 110, designed to increase facility in speaking, improve aural comprehension, and expand vocabulary. Correct usage and confidence-building are stressed in class and drill sessions. Diversity in communication styles within the French-speaking world is introduced.
Prerequisite: Placement into the course or French 110.

3 credit hours

**201-202. Intermediate French I and II**
An introduction to French literature through the reading of selected works from various genres, with attention to the reinforcement of basic skills and expansion of vocabulary. The class is conducted entirely in French, including discussion of the content and style of the works being studied. The course provides a review of basic French grammar, concentrating on more advanced grammatical structures. The student is further acquainted with French culture through the literature of French-speaking countries.
Prerequisite: Placement into the course or French 120.

3 credit hours for each course

# German

Associate Professor Schneibel

The minor in German consists of at least 15 hours in German, including 12 hours in courses above the 100-level. Credits beyond German 201-202 must be earned though a semester abroad in conjunction with Alma College's program at the Europoa-Kolleg in Kassel, Germany. Only courses in which a grade of "C" or better is earned are counted toward a minor.

**110. Elementary German I**
An introduction to German emphasizing use of the spoken language. Attention is given to pronunciation and speech patterns, the development of a working vocabulary, and the framing of simple sentences. Students are introduced to the concept of cultural diversity and are encouraged to develop an awareness and appreciation of other cultures. Class meetings are supplemented by drill sessions in which students practice the grammatical concepts introduced in the master class.

4 credit hours

**120. Elementary German II**
A sequel to German 110, designed to increase facility in speaking, improve aural comprehension, and expand vocabulary. Correct usage and confidence building are stressed in class and drill sessions. Diversity in communication styles within the German-speaking world is introduced.
Prerequisite: Placement into the course or German 110.

3 credit hours

**201-202. Intermediate German I & II**
An introduction to German literature through the reading of selected works from various genres, with attention to the reinforcement of basic skills and expansion of vocabulary. The class is conducted entirely in German, including discussion of the content and style of the works being studied. The course provides a review of basic German grammar, concentrating on more advanced grammatical structures. The student is further acquainted with German culture through the literature of German-speaking countries.
Prerequisite: Placement into the course or German 120.

3 credit hours each course

# Greek

Professor Cartlidge

**110-120. Elementary Hellenistic and Koine Greek I & II**
Designed to prepare the student to read the literature of the early church and its environment. The basic texts are the New Testament, early church literature, and other literature of the Greco-Roman world.

110: 4 credit hours
120: 3 credit hours

**201. Intermediate Hellenistic Greek**
Interpretive reading of the literature of the early church, pagan, and Jewish authors.
Prerequisite: Greek 120 or the equivalent.

3 credit hours

# History

Professor Lewis, Associate Professor McNiell, Assistant Professor Thomson

History is a discipline concerned with the variety of humankind and with social and cultural change over time. The study of the past offers liberation from confined thinking that cannot see beyond the present, and it helps the student achieve the deeper perspective essential to personal and intellectual growth. The department offers a major that serves as preparation for those considering careers in law, journalism, the ministry, teaching, business, and library or public service.

**THE MAJOR IN HISTORY** consists of 45 hours, including 36 in history and 9 in related fields. Courses required in history are 111, 112, 209, 211, 212, 221, and 351-352. Nine hours are selected from 231, 251, 313, 314, 315, and 349, and 3 hours are selected from 342, 344, and 346. Related courses are English 221, Art 312 or 314 and one course chosen from Social Science 303, Political Science 211, Sociology 211, and Philosophy 201 or 203. Students anticipating graduate study in history are strongly advised to acquire intermediate-level proficiency in either French or German.

A second track in the major, **HISTORY FOR TEACHER LICENSURE,** consists of 30 semester hours in history and six hours in related coursework. Courses required in history are 111, 112, 209, 211, 221, 351 and 352. Six semester hours are selected from History 231, 251, 313, 314, 315 and 349. (Students who take both History 180 and 190 take only three hours from the preceding course list). Three semester hours are selected from History 342, 344 and 346. Related courses are Political Science 122 and 211 or Economics 201 and 322. Additional liberal studies requirements are Psychology 101, Speech 201 and Computer Science 124-125. Students pursuing this track must complete 27 credit hours of professional courses in teacher education. The professional courses are listed under education in this catalog.

To complete the requirements for an additional area of emphasis in either political science or economics, the two related courses in one of these areas may be supplemented with Social Science 220, an additional course in the same area or a general education course with a political science or economics emphasis, specifically a section of Humanities 390 or an experiential course approved by the departmental adviser.

**THE MINOR IN HISTORY** consists of 18 hours, including 111, 112, 211, and three other courses above the 100-level.

**111. History of the United States to 1865**
Consideration of the colonial experience, struggle for independence, federal period, transcontinental experience, and the North-South struggle.

3 credit hours

**112. History of the United States Since 1865**
Emphasis on industrialism and its consequences and the emergence of the United States as a world power.

3 credit hours

**209. Ancient History**
In alternate offerings the course considers Greece or Rome. When Greece is the subject, the focus is on the crisis of the fifth century B.C. and its consequences. When Roman history is being examined, both the Republic and the Empire are considered, with emphasis on political, legal, and cultural aspects.

3 credit hours

**211. History of England to 1660**
Development of the British Isles from prehistoric times to the restoration of the Stuart monarchs. Special emphasis upon emerging constitutional and cultural patterns and institutions.

3 credit hours

**212. History of England: 1660-1950**
Examines the religious and constitutional upheavals of the 17th and 18th centuries, the growth of the empire, industrialism, and the socio-economic and cultural consequences of these upon modern Britain.

3 credit hours

**221. Twentieth Century European World**
Traces the culmination and decline of Europe's world preeminence. Deals with issues such as the causes and impact of two World Wars, the changing shape of the world economy, ideological and cultural shifts, and major social trends through the 1960s.

3 credit hours

**231. History of American Thought and Culture**
Puritanism; the Enlightenment; the Romantic impulse; the Americanization of Christianity; the Southern intellectual tradition; the impact of naturalism, science, and higher education; the counterculture; the New Right.
Prerequisite: History 111 or 112, or Social Science 220, or English 221.

3 credit hours

**251. Economic History of the United States**
Survey of American economic development from colonial times to the present. Special emphasis on the economic development of the South, the industrialization of the American economy, the development of banking, and the impact of international trade.
Prerequisite: Sophomore standing

3 credit hours

**313. Europe in the Middle Ages**
Search for community; European genesis in the decaying Roman Empire; attempts at socio-economic synthesis under the auspices of the Church, Empire, feudal institutions and nation-states.
Prerequisite: Junior standing or above.

3 credit hours

**314. Renaissance and Reformation**
The breakdown of the medieval synthesis from the 14th to the 17th centuries. Religious schism and reformation; nation state-making and new political theory; humanism and its consequences in the arts, education and society; economic and political expansion of Europe.
Prerequisite: Junior standing or above

3 credit hours

**315. Nineteenth Century Europe: 1789-1900**
The French Revolution, the Industrial Revolution and their heritages — nationalism, liberalism, democracy, socialism. Challenge to religious, intellectual, scientific and artistic foundations.
Prerequisite: Junior standing or above.

3 credit hours

**342. History of Africa**
The African peoples, their empires and kingdoms; their contacts with Greco-Roman, Persian, Arab, and European worlds. Emphasis on development of the 19th and 20th centuries — slavery, the scramble for hegemony, colonial systems, independence movements, and the new states.

3 credit hours

**344. History of Modern China**
An examination of developments in China in the century and half after 1800. The transformation of traditional society, the impact of western influence, the development of nationalism from its inception to the establishment of the People's Republic in 1949.
3 credit hours

**346. History of Modern Russia**
Traces the growth of the Russian state, the role of the Great Russians and other peoples of this empire, beginning with Muscovite expansion, the Romanov empire, the background (social, political, intellectual) of the 1917 revolutions, and the emerging Soviet society and its role in the 20th century.
3 credit hours

**349. Topics in American and European History**
A course with subject matter that changes from year to year, depending on the particular interests of faculty and students. Offered as demand warrants.
3 credit hours

**351-352. Senior Thesis**
Individual study with the guidance of a faculty supervisor involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.
6 credit hours

# International Studies

Professor Kim, Coordinator

**THE INTERNATIONAL STUDIES MAJOR** combines work in several related disciplines with language study and a period of time overseas. The major consists of 45 credit hours divided into two sequences of courses. All students take the first sequence which includes the following courses: Political Science 212, Sociology 211, Social Science 303, Economics 201, International Studies 351-352, and one course chosen from Religion 212, History 221, or English 344. All students must also complete two years of a foreign language (one year beyond the general education requirement) or demonstrate sufficient foreign language proficiency. The second sequence of required courses includes Sociology 101, Economics 221, Political Science 211; six credit hours chosen from History 344 or 346, Spanish 301 or 302, Music 301, Art 316, Religion 348, or appropriate humanities or fine arts courses offered at an approved overseas institution; three credit hours chosen from Political Science 311 or 312, Economics 325, Sociology 325, or an appropriate social science course offered at an approved overseas institution.

A second track in the major, **INTERNATIONAL BUSINESS**, requires substitution for the second sequence of courses listed above with a sequence to include Business 215, 302, 329, 401, Economics 325, and either Business 342 or 344.

**THE MINOR IN INTERNATIONAL STUDIES** consists of 15 credit hours including Political Science 212, Sociology 211, Social Science 303, Economics 201, and one humanities course selected from Religion 212, History 221 or English 344.

Course descriptions for international studies courses may be found under the various departmental listings in this catalog.

**351-352. Senior Thesis**
Individual study under the guidance of a faculty supervisor involving command of the forms and usages of the formal paper.

6 credit hours

# Japanese

Ms. Franklin

**110-120. Elementary Japanese I & II**
Introduction to basic conversation patterns of contemporary Japanese, emphasizing vocabulary and grammar. Practice in conversation is provided through sessions with native speakers. The second course introduces hiragana and katakana syllabaries.

110: 4 credit hours
120: 3 credit hours

**201-202. Intermediate Japanese I & II**
A continuation of Japanese 110-120, with the introductions of 100 Kanji (Chinese characters) in 201 and an additional 100 Kanji in 202.
Prerequisite: Permission of the instructor.

3 credit hours for each course

# Latin

Associate Professor Perez-Reilly

**110 Elementary Latin I**
An introduction to Latin, including the declensions, conjugations, use of pronouns, and noun-adjective agreement. Emphasis on a working vocabulary, and understanding of inflection, and basic techniques of translation.

4 credit hours

**120. Elementary Latin II**
A sequel to Latin 110, designed to increase facility in reading and translating skills. Grammatical constructions dealing with the subjunctive, the use of participles, deponent verbs, and compound sentences. Simple translations from original Latin sources.

3 credit hours

# Management

Professors Howard and Kim, Associate Professor Brunger, Assistant Professors, Kasper, Ledman, and Sullivan, Ms. Berry.

The major in management focuses principally on the field of human resources management and is designed to provide a background in decision-making, the behavior of complex organizations and the economic, political, and social aspects of management.

The major is designed to be applicable to a variety of management settings including business, public administration, voluntary organizations, health services and the arts. The senior thesis requirement and the possibility of a field experience in management provide the opportunity for study in a specialized field.

**THE MAJOR IN MANAGEMENT** consists of a minimum of 45 hours in management and related fields. Required courses are Management 215, 221, 302, 305, 333, 351, 352, and 404, Computer Science 121, 123/124/125, or 217, Economics 201, Mathematics 125 or 221, Psychology 101, Sociology 101, and six hours chosen from Business 344, Management 232, 336, and 349, and Social Science 301.

**THE MINOR IN MANAGEMENT** consists of a minimum of 18 hours. Required courses are Management 302, 305, and 333, Sociology 101, and Economics 201. One additional course must be chosen from Management 215, 221, 232, and Social Science 301. The management minor is not open to business majors.

**215. Principles of Accounting**
An introduction to income statement, balance sheets, changes in financial position, cash flow budgets, ratio analysis and other financial tools. Emphasis on reading and understanding rather than actual preparation.

3 credit hours

**221. Social Psychology**
The study of interactions of individuals in social situations. Attitudes, values, beliefs, perceptions, conformity, power, and leadership are among the topics studied.
Prerequisite: Psychology 101

3 credit hours

**232. Public Policy**
Consideration of social, cultural, historical, political, behavioral, and structural aspects of the public policy process. Particular attention is given to the character of decision-making.
Prerequisite: Sophomore standing.

3 credit hours

**302. Principles of Management**
Study of modern managerial principles and processes relating to business, government, church, school, and other organizations. Emphasis on the basic management functions of planning, organizing, and controlling.
Prerequisite: Sophomore standing and one course in the social sciences.

3 credit hours

**305. Organizational Behavior**
Analysis of complex organizations and bureaucracy. The goals, design, internal structure and environmental relations of organizations. The problems of groups and individuals who are increasingly embedded in and shaped by impersonal, large-scale organizations.
Prerequisite: Sociology 101 and Management 302.

3 credit hours

**333. Human Resources Management**
The acquisition, supervision, and management of human resources. Applied approaches to psychological and sociological dimensions of human behavior in the workplace.
Prerequisite: Management 302.

3 credit hours

**336. Operations Management**
Analysis of concepts and techniques for decision-making in the operations function. Focus on identification and solution of problems in the production system. Topics covered include forecasting, production, planning, scheduling, quality control, and inventory control. Prerequisites: Management 302, Business/Management 215 and Math 120.
3 credit hours

**343. Practicum in Management**
Practical experience enabling students to apply classroom knowledge in an organizational setting. Open only to management majors.
2 or 3 credit hours

**349. Selected Topics in Management**
Examination of topics in management. Topics vary depending on interests of faculty and students.
Prerequisite: Six credit hours in management or business.
3 credit hours

**351-352. Senior Thesis**
Individual study under the guidance of a faculty supervisor involving command of the forms and usages of the formal paper.
6 credit hours

**404. Case Studies in Management**
Encourages integration of knowledge through analysis of management problems in business, government, church, school, and other organizations. The case study method is used. Open only to management majors.
Prerequisite: Senior standing and permission of the instructor.
3 credit hours

# Mathematics

Professors Dent and Nichols, Assistant Professors Pietenpol and Kelly, Ms. Ribble

**THE MAJOR IN MATHEMATICS** consists of 54 hours in mathematics and related fields. Required courses in mathematics are 125, 225, 232, 235, 236, 302, 312, 315, 321, 326, and 351-352. Related courses are Physics 201 and 202 and Computer Science 122 and 219. Any student who expects to attend graduate school is advised to acquire intermediate-level proficiency in French or German.

**THE MINOR IN MATHEMATICS** requires 125, 225, 232 and two other courses numbered above 225.

A second track in the major, **MATHEMATICS FOR TEACHER LICENSURE,** consists of 38 credits in mathematics: 125, 225, 232, 235, 301, 302, 312, 315, 321, 326, 351 and 352. Related courses are Physics 201 and 202 and Computer Science 219. Additional liberal studies requirements are Psychology 101 and Speech 201. Students pursuing this track must complete 27 credit hours of professional courses in teacher education. These courses are listed under education in this catalog.

**105. Fundamentals of Algebra**
Review of basic algebraic skills, Signed numbers, fractions, exponents, linear and quadratic equations, inequalities, absolute value, and scientific notation. Required of all students who lack an entrance credit in algebra or who perform below minimum standards on the mathematics placement examination. The course is listed on the student's official record, but the three institutional credit hours earned by satisfactory completion do not count toward the minimum needed for graduation.

**115. Precalculus Mathematics**
Fundamentals of college algebra and trigonometry. Functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, and complex numbers.
Prerequisite: Satisfactory performance on the mathematics placement test or Mathematics 105.

4 credit hours

**125. Calculus I**
Limits, the derivative and its applications, and an introduction to the integral.
Prerequisite: Mathematics 115 or the equivalent.

4 credit hours

**207. Structure of the Real Number System**
A study of the structure of the real number system, algebra, and geometry. Material designed to meet the needs of students preparing to be elementary teachers.
Prerequisite: Mathematics 120.

3 credit hours

**221. Inferential Statistics**
An introduction to decision-making. Topics include sampling theory, estimation of parameters, hypothesis testing, analysis of variance, and both parametric and non-parametric tests.
Prerequisite: Mathematics 120.

3 credit hours

**225. Calculus II**
The definite integral and applications, analytic geometry, exponential and logarithmic functions, trigonometric functions, hyperbolic functions, and techniques of integration.
Prerequisite: Mathematics 125.

4 credit hours

**232. Linear Algebra**
Linear equations, vector spaces, liner transformations, determinants, matrices, and applications.
Prerequisite: Mathematics 125

3 credit hours

**235. Calculus III**
Infinite series, three-dimensional space, vectors, partial differentiation, and multiple integration.
Prerequisite: Mathematics 225.

4 credit hours

**236. Ordinary Differential Equations**
Equations of order one, linear differential equations, undetermined coefficients, variation of parameters, differential operators, and applications.
Prerequisite: Mathematics 225.

3 credit hours

**301. Principles of Geometry**
Topics from Euclidean and Non-Euclidean Geometry both from the synthetic and the analytical points of view. This course is designed specifically for secondary teachers of mathematics.
Prerequisite: Mathematics 232.

2 credit hours

**302. Modern Algebra**
Introduction to abstract algebra. Groups, rings, integral domains, and fields
Prerequisite: Mathematics 232.

3 credit hours

**312 Advanced Linear Algebra**
A theoretical study of linear equations, linear spaces, linear mappings, matrices, determinants, and equivalence relations on matrices. Emphasis is placed on a cononical form for similarity of matrices.
Prerequisite: Mathematics 302.

3 credit hours

**315. Advanced Calculus**
Theory of limits, continuity, differentiation, integration, sequences, and series.
Prerequisite: Mathematics 235.

3 credit hours

**321. Probability and Statistics**
Probability, empirical distributions, discrete and continuous distributions, sampling distribution theory, confidence intervals, estimation theory and hypothesis testing.
Prerequisite: Mathematics 225.

3 credit hours

**326. Numerical Analysis**
An introduction to the techniques of obtaining numerical solutions on a computer. Topics covered will include roots of equations, numerical integration, least squares, simultaneous equations, and curve fitting.
Prerequisite: Mathematics 225 and Computer Science 219

3 credit hours

**351-352. Senior Thesis**
Individual study with the guidance of a faculty supervisor involving command of the forms and usages of the formal paper.

6 credit hours

# Medieval Studies

Assistant Professor Overstreet, Coordinator

A multi-disciplinary minor in medieval studies is offered. The program emphasizes major currents of thought in the West from the collapse of the Roman Empire to approximately 1500. A minimum of 15 hours is required, with courses chosen from Art 312, English 311 and 331, History 211 and 313, Music 301, Philosophy 201, and an appropriate section of Religion 346. The courses are described under the separate departmental listings.

**Art 312:** Ancient and Medieval Art

**English 311:** History of the English Language

**English 331:** Literature of the Middle English Period

**History 211:** History of England to 1600

**History 313:** Europe in the Middle Ages

**Music 301:** Music History and Styles: Antiquity through the 16th Century

**Philosophy 201:** Ancient Philosophy

**Religion 346:** Explorations in Christian Thought and Culture

# Music

**THE MAJOR IN MUSIC** for those pursing the Bachelor of Arts degree requires a minimum of 50 hours. Required courses are 101, 102, 201, 202, 211, 212, 301, 302, 303, 304, and 351-352. Twelve hours must also be earned in applied music and four hours in ensemble participation. Keyboard proficiency must be demonstrated.

See the Bachelor of Music section of the catalog for faculty listings, requirements and procedures for admission and completion, course listings, and information about applied music and ensemble.

**THE MINOR IN MUSIC** consists of 18 credit hours in courses and/or lessons, including 101, 102, and at least six hours at the 300 or 400 level.

# Philosophy

Professor Cartlidge, Assistant Professor Hewitt

Philosophy was the first academic discipline and the parent of all others taught in schools and colleges. As such, philosophy examines the basic assumptions upon which other disciplines function: e.g., How do we know anything? Why is there something instead of nothing? **THE MINOR IN PHILOSOPHY** consists of 15 credit hours. Two courses from Philosophy 201, 203 and 204 are required.

**104. Introduction to Philosophy**
An introduction to philosophical investigation and reflection, emphasizing the search for ways to understand humans in their world. Students are encouraged to develop their own analytical perspectives as they encounter such philosophical questions as language about God, the freedom and limitations of humans, the bases of knowledge and belief, and the nature of social and political responsibility.

3 credit hours

**201. Ancient Philosophy**
Examines the birth of self-critical reflection from the pre-Socratic philosophers through Plato, Aristotle, and Greco-Roman philosophy up through the philosophy of the high middle ages, e.g., Aquinas and Occam.

3 credit hours

**203. Modern Philosophy**
Discussion of the rise of the modern scientific world view, individualism, and subjectivism, with their revolutionary implications for contemporary interpretations of self, world, and responsible ethical, political, and cultural commitment.

3 credit hours

**204. Contemporary Philosophy**
Exploration of some of the major philosophical movements in the 20th Century, such as existentialism, pragmatism, phenomenology, logical positivism, linguistic analysis, and process philosophy.

3 credit hours

**208. Special Topics in Philosophy**
Philosophic examination of a topic or thinker of special interest to students and faculty. Students are invited to propose topics for the course. Course may be repeated for credit when topics vary.

3 credit hours

**326. Philosophy of Religion**
Religious symbols and systems studied from a philosophical perspective. Among questions the course considers are the nature of religious language, approaches to religious truth, various conceptions of divinity, and whether humans are naturally religious.
Prerequisite: Any philosophy course or junior standing.

3 credit hours

**329. Modern Critiques of Religion**
An exploration of religious beliefs, attitudes and practices from the standpoint of religions critics, both those within and without religious traditions.
Prerequisite: Any philosophy course or junior standing.

3 credit hours

# Physical Education and Recreation

Associate Professor Perry, Assistant Professor Craig, Mr. Guillaume, Mr. Moore, Mr. Pavao, Ms. Schram, Mr. Wilks, Ms. Wood, Mr. Fernandez and Mr. Etchison

The Physical Education and Recreation Department offers two majors: one in Physical Education for students planning careers as teachers in the field and one in Recreation, which is broadly based but gives special attention to outdoor recreation.

**THE MAJOR IN PHYSICAL EDUCATION** consists of 36 credit hours and includes the following courses: PER 102, 221, 231, 331, 332, 334, 341, 345, 351, 352, 106, 117, 154, one of the following lifetime sports courses: PER 140, 142, or 164; one of the following team sports courses; PER 121 or 123; and Biology 218. Chemistry 117 and Biology 217 should be substituted for the general education courses Natural Science 150 and 250. American Red Cross certifications in Standard First Aid (approximately eight hours in length), Community CPR (approximately eight hours), and BLS for the Professional Rescuer (six to eight hours) are also required as part of the major.

Students pursuing teacher licensure at the secondary level must complete the additional liberal arts studies requirements of Psychology 101, Speech 201 and Computer Science 124-125, as well as 27 credit hours of professional courses in teacher education which consist of PER 236, Psychology 218 and 334, and Education 301, 321, 343 (two credits), 399 and 401.

Careful planning of one's course of study is necessary to insure that general, major, and professional teacher licensure requirements are met within the framework of four years. It is particularly important to complete Psychology 101 and Chemistry 117 in the freshman year. Students should meet with the adviser for teacher licensure in physical education as soon as possible. Admission to teacher education is not automatic and occurs only after certain qualifications are met, which include a minimum cumulative GPA of 2.5, a minimum score on certain standardized tests, and successfully passing two screening processes. Please refer to the section in the catalog on education for more information and course descriptions.

**THE MINOR IN PHYSICAL EDUCATION** consists of 18 credit hours including 102, 221, 331, one lifetime sports course, one team sports course, 117 or 154 and at least seven additional hours chosen from courses at the 200 or 300 level. The minor should complete the Red Cross certification in Standard First Aid, Community CPR and BLS for the Professional Rescuers. The minor in physical education is not open to recreation majors.

**THE MAJOR IN RECREATION** consists of a minimum of 43 credit hours and includes the following courses: PER 102, 205, 221, 331, 335, 342, 343 (for a minimum of three credits), 351, 352, 106, 117, 172, 174, one of the following lifetime sports courses: PER 140, 142 or 164; and one of the following team sports courses: PER 121 or 123. The related courses are Psychology 101 and 221, Management 302, and one course from the following: Art 103, 201, 202 or 203; Speech-Theatre 211 or 212; or Applied Music. American Red Cross certifications in Standard First Aid (approximately eight hours in length), Community CPR (approximately eight hours), and BLS for the Professional Rescuer (six to eight hours) are also required as part of the major in Recreation. Students are encouraged to take advantage of Mountain Challenge activities offered through the Life Enrichment Center to broaden their exposure to outdoor recreation and pursuits activities. Students majoring in recreation might consider completing coursework for a minor (i.e., management, psychology, sociology, or another area).

**THE MINOR IN RECREATION** consists of 19 credit hours. The required courses are PER 102, 221, 335, 342, 114, 172, 174, and Biology 201. The minor should complete the Red Cross certification in Standard First Aid, Community CPR and BLS for the Professional Rescuers. The minor in recreation is not open to physical education majors.

**101. Human Health and Development**
A course designed to deepen understanding of holistic health, physical, mental and emotional. Fundamentals of physical fitness are introduced, along with issues of human development from late adolescence through old age. Practical sessions in laboratory and gymnasium.

3 credit hours

**102. Historical, Philosophical, and Sociological Foundations of Physical Education, Recreation, and Sports**
A study of the meaning of play, sport, fitness and leisure in the life and culture of man with emphasis on historical and philosophical foundations. Aims and objectives of various agencies and an overview of their programs are presented.

3 credit hours

**205. Team Sports, Intramural Administration, Officiating Techniques**
Rules, skill techniques, teaching progressions of selected team sports. Practical experience in programming and leadership of intramural activities. Study of officiating techniques, followed by field practice.

3 credit hours

**218. Program Design and Methods of Teaching**
Principles of curriculum development in physical education are studied with attention to more recent and innovative practices. Techniques of organizing instruction and conveying information clearly are also stressed. Field experience included.

2 credit hours

**221. Physical Education and Recreation for Special Populations**
Designed to provide basic understanding of various handicapping conditions. The course centers on characteristics of these handicaps, possible psychological ramifications, and appropriate physical education or recreation for each condition. Field experience included.

3 credit hours

**231. Motor Development and Motor Learning**
The study of locomotor and non-locomotor developmental sequences and learning theories that may enhance or limit physical performance.

2 credit hours

**233. Athletic Coaching**
Examination and analysis of the coaching profession. Philosophical, psychological, social and financial aspects are considered, along with establishment of policies and programs. Field experience included.

3 credit hours

**236. Health Issues in Education**
A course designed for teacher licensure students which develops an understanding of the basic concepts of physical, mental, and emotional health and safety. Includes development of abilities involved in decision-making and interpersonal skills which promote good health, recognizing and dealing with health problems, using health appraisals and recommending referrals, and using risk management and safety procedures.

2 credit hours

**311. Athletic Training**
An introduction to the care, prevention, treatment and rehabilitation of athletic injuries. Laboratory experience includes first aid, taping, bandaging and injury evaluation. Clinical work with both men's and women's intercollegiate teams is included.

Prerequisites or Corequisites: Biology 217 and American Red Cross certifications in Standard First Aid, CPR, and BLS.

3 credit hours

**312. Advanced Athletic Training**
This course is designed for the student with plans to pursue a career in sports medicine. It will cover advanced techniques in first aid, therapeutic exercise and modalities, clinical evaluations, and ethical and legal responsibilities of an athletic trainer. Laboratory experience includes working the intercollegiate men's and women's athletic teams and work in a local sports medicine facility.
Prerequisite: HPER 311.

3 credit hours

**331. Physical Education for Children**
An examination of the cognitive, affective, and psychomotor goals of physical education. Designed to develop an understanding of activities appropriate for elementary school-age children, such as physical fitness, rhythmic movement, gymnastics, games, and sports. Includes study of instructional methods and development of the ability to implement instruction appropriate to developmental level.
Prerequisite: Junior standing.

2 credit hours

**332. Kinesiology**
The study of human movement from anatomical and mechanical perspectives. Knowledge and methods of mechanics are applied to the structure and function of the living human system with special emphasis on joint and muscle function. Major topics include mechanics of musculoskeletal structure, biomechanical aspects of exercise, forces and human movement, stability, and motion.
Prerequisite or corequisite: Biology 217

3 credit hours

**334. Administration and Supervision of Physical Education Programs**
Study will focus on the role of management in physical education programs from kindergarten through the 12th grade.

2 credit hours

**335. Outdoor Recreation Leadership**
The study of recreation leadership skills, activity, and safety specific to the out-of-doors. The historical background, legal issues, and environmental impact of outdoor recreational activities are considered; field experience is included.

3 credit hours

**341. Measurement and Evaluation in Physical Education**
Study directed toward the use of basic statistical procedures and their application to the evaluation of programs in physical education, test construction, and professional research.
Prerequisite: Math 120.

3 credit hours

**342. Program Planning in Recreation**
A study of the process of recreation programming in relation to the characteristics and needs of participants, available facilities, values of activities offered, and evaluation techniques.
Prerequisite: Junior standing.

3 credit hours

**343. Practicum in Recreation**
A field experience, with agencies involved in recreation and leisure programs, such as municipal recreation departments, YWCA-YMCA, summer camps, health spas, theme parks. If taken during the academic year, work may be spread over more than one term. Prerequisite: Junior standing.

2 or 3 credit hours
not to exceed 6

**345. Physiology of Exercise**
A study of the functions of the major body systems during muscular work. Major topics covered included bioenergetics, structure and function of skeletal muscle, physiological aspects of fatigue, gaseous exchange and transport, hemodynamics, acid-base balance, and physical training. Laboratory investigations using various electrocardiographic and physiographic equipment.
Prerequisite: Biology 217.

3 credit hours

**351-352. Senior Thesis**
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

6 credit hours

# Activity Courses

The following courses are open as electives to all students, without regard to major field. Each course carries a value of one credit hour and may be taken on an "S/U" basis. The Mountain Challenge course consists of five different Mountain Challenge experiences which may be completed in one semester or over a longer period of time. The program is supervised by the Mountain Challenge program director in the Life Enrichment Center. A maximum of three credit hours may be earned in Mountain Challenge.

**Aquatics**

106 Swimming Skills and Water Safety
114 Canoeing

**Dance and Gymnastics**

117 Folk, Square & Social Dance
154 Gymnastics and Tumbling

**Mountain Challenge**

125 Mountain Challenge
(Ropes courses, rock climbing/rapelling, bicycle trips, map and compass, hiking, backpacking, canoeing/kayaking, caving, mountain rescue and first aid, outdoor and environmentally-related service projects)

**Team Sports**

121 Basketball/softball
123 Volleyball/soccer

**Lifetime and Individual Sports**
139 Aerobics
140 Aerobics/Tennis
141 Archery
142 Archery/Golf
147 Bowling
153 Golf
163 Raquetball
164 Racquetball/Conditioning
166 Tennis
168 Weight Training and Conditioning
172 Camping and Outdoor Education
174 Orienteering
191 Karate

# Physics

Assistant Professors Greeney and Pietenpol

**MAJOR IN PHYSICS FOR TEACHER LICENSURE** consists of 38 hours in major and related fields and is designed to accommodate students planning careers as teachers of physics and of general and physical science at the secondary level. Required coursework includes Physics 201, 202, 203, 351, 352, and 361; Mathematics 125 and 225; Chemistry 121; and Biology 115. The Natural Science 150 general education requirement must be satisfied in astronomy. Additional liberal studies requirements are Psychology 101, Speech 201, and Computer Science 124-125. Students pursuing this major must complete 27 hours of professional courses in teacher education. The professional courses are listed under education in this catalog.

**THE MINOR IN PHYSICS** consists of a minimum of 35 hours, including Physics 201, 202, 203, 301, and either 361 or Chemistry 451; and Mathematics 125, 225, 235, and 236.

**101. Physics for the Life Sciences I**
An algebra-based, non-calculus introduction to physics for students of the life sciences. Classroom and laboratory activities emphasize a process of discovery through careful observation and experimentation. The scientific method guides the process of inquiry. Concepts and relationships in the areas of mechanics, fluids, heat, waves, and sound are investigated.
Prerequisite: Mathematics 115 or equivalent.

4 credit hours

**102. Physics for the Life Sciences II**
Continuation of Physics 101. Topics include: electricity and magnetism; optics; relativity; and quantum physics.
Prerequisite: Physics 101.

4 credit hours

**201. Mechanics of Particles, Rigid Bodies and Fluids**
A calculus-based introduction to physics for students of the physical sciences, mathematics and engineering. The course emphasizes discovery of relationships through careful observation and experimentation guided by the scientific method of inquiry. Physical

concepts such as velocity, acceleration, force, energy, momentum, torque, density, and pressure are investigated.
Pre- or corequisite: Mathematics 225.

4 credit hours

**202. Thermodynamics, Electricity and Magnetism**
Continuation of Physics 201. Topics include: temperature; heat and work; electrostatics; electric currents; magnetism; and electromagnetic induction.
Prerequisite: Physics 201.

4 credit hours

**203. Waves, Optics, and Modern Physics**
Continuation of Physics 202. Topics include: vibrations; mechanical waves; acoustics; electromagnetic waves; geometric and physical optics; relativity; quantum physics; and nuclear physics.
Prerequisite: Physics 202.

4 credit hours

**301. Intermediate Mechanics**
Newtonian dynamics of particles and rigid bodies, including linear and nonlinear oscillations. The Lagrangian and Hamiltonian formalisms are discussed.
Prerequisites: Physics 201 and Mathematics 236.

4 credit hours

**351-352. Senior Thesis**
Independent research in an area of interest to the student. The project is carried out under supervision of a faculty advisor and culminates in a formal paper as if for publication in a scientific journal.

6 credit hours

**361. Contemporary Physics**
A survey of contemporary ideas and research areas in physics. Selected topics include: relativity; quantum mechanics; atomic and molecular physics; solid state physics; and particle physics.
Prerequisite: Physics 203.

4 credit hours

# Political Science

Professors Howard and Kim

Political science is concerned with the analysis of political processes and institutions. The major in political science helps the student prepare for several fields of endeavor including law, public administration, diplomatic service, teaching, journalism and business.

**THE MAJOR IN POLITICAL SCIENCE** requires 45 hours in the principal and related fields. Required courses are Political Science 121, 122, 211, 212, 232, 306, 311 or 312, 321 or 322, 351-352, Economics 201, Mathematics 221, Social Science 301, one course from Psychology 101, Sociology 101 or 211, and one course from either history or philosophy.

A second track in the major, **POLITICAL SCIENCE/HISTORY FOR TEACHER LICENSURE,** leads to licensure in political science with a secondary emphasis in history. The track requires 36 hours. Courses required in political science are 121, 122, 211, 212,

321, 322, 351 and 352; courses required in history are 111, 112, 221, and either 342 or 344. Additional liberal studies requirements are Psychology 101, Speech 201, and Computer Science 124-125. Students pursuing this track must complete 27 credit hours of professional courses in teacher education. The professional courses are listed under education in this catalog.

**THE MINOR IN POLITICAL SCIENCE** consists of 18 hours, including 121, 122, 211 or 212, 321 or 322, and six additional hours in political science.

**121. Contemporary Political Issues**
Attention to major political issues of the day. Emphasis on learning how to think about politics. Consideration given to the origins, consequences, and possible solutions of the problems under consideration.

3 credit hours

**122. American Government and Politics**
Introduction to the government and politics of the American national political system. Attention is given to the historical and philosophical setting, the formal governmental structure, and the behavioral bases of the American polity.

3 credit hours

**211. Comparative Government and Politics**
Study of political systems of selected countries. Illustration of major polity types, such as Western and non-Western, democratic and authoritarian, developed and less-developed. Examinations of political cultures, institutions, processes, and current political problems.
Prerequisite: Sophomore standing.

3 credit hours

**212. International Politics**
Study of the scope and methods of international politics. Emphasis on the underlying principles governing international relations and the major techniques for the implementation of foreign policies.
Prerequisite: Sophomore standing.

3 credit hours

**232. Public Policy**
Consideration of social, cultural, historical, political, behavioral, and structural aspects of the public policy process. Particular attention is given to the character of decision-making.
Prerequisite: Sophomore standing.

3 credit hours

**306. Political Philosophy**
Thematic and/or chronological consideration of perennial issues in political science, such as liberty, justice, political obligation, and political authority. Philosophical approaches to the understanding of politics are also examined.
Prerequisite: Political Science 121 or 122 or permission of the instructor.

3 credit hours

**311. Government and Politics of East Asia**
Comparative study of political background and governmental systems of China, Japan, and Korea with emphasis on traditional and contemporary political behavior, ideas, and institutions.
Prerequisite: Political Science 211, Asian Studies 320, or permission of the instructor.

3 credit hours

**312. Comparative Foreign Policy**
Comparative analysis of foreign policy processes and issues of selected nation-politics.
Prerequisite: Political Science 122 or permission of the instructor.

3 credit hours

**321. American Political Process**
American political and governmental institutions and processes: public opinion, interest groups, political parties, Congress, and the presidency.
Prerequisite: Political Science 122 or permission of the instructor.

3 credit hours

**322. The Judicial Process**
Consideration of the role of the federal judiciary in the American political process. Approaches include case laws and social science research. Topics covered include political power of the judiciary, judicial recruitment, scope of government power, and civil liberties.
Prerequisite: Political Science 122 or permission of the instructor.

3 credit hours

**349. Selected Topics in Political Science**
Examination of topics in political science. Topics vary depending on interests of faculty and students. Offered as demand warrants.
Prerequisite: Six hours in political science or permission of the instructor.

3 credit hours

**351-352. Senior Thesis**
Individual study under the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.

6 credit hours

# Psychology

Professor Waters, Associate Professor Jacob, Assistant Professor Schmied, Ms. Beard, and Mr. Guillaume

**THE MAJOR IN PSYCHOLOGY** provides the student a broad curricular experience in psychology as preparation for graduate school. For students who do not plan to go beyond the B.A. degree, the psychology curriculum would be useful preparation for any career in which group or interpersonal contact is important.

The psychology major consists of 49 credit hours with 35 hours in major courses and 14 hours in related areas. Required are 101, 312, 313, 344, 351-352, and 15 additional hours. The 14 hours in related courses include Biology 113, Chemistry 117, Mathematics 221, and either Sociology 101 or 211. Students interested in graduate study in psychology are encouraged to take French, German, or Spanish. Students who choose for elective credit the practicum Psychology 343 must complete the prerequisites (Psychology 101, 211, and 331) during the sophomore and junior years. They may begin the practicum in the junior year. Each practicum may involve 6 or 9 hours experience per week with commensurate academic credit of one, two or three hours; however, total credit for all practicum experiences cannot exceed six hours.

**A MINOR IN PSYCHOLOGY** consists of 101, 313, and three other psychology courses which count toward the major and Mathematics 221. The minor in psychology is not open to child development majors.

A second track in the major, **PSYCHOLOGY FOR TEACHER LICENSURE,** consists of 26 credits in Psychology: Psychology 211, 221, 312, 313, 331, 344, 351-352. Related courses are Biology 113, Mathematics 221, Political Science 121 and History 111. Additional liberal studies requirements are Psychology 101, Speech 201, and Computer Science 124-125. Students pursuing this track must complete 27 credit hours of professional courses in teacher education. The professional courses are listed under education in this catalog. Students completing this track may apply for licensure to teach Psychology in grades 9-12 and general social studies in grades 7 and 8.

**THE CHILD DEVELOPMENT AND LEARNING MAJOR** is designed for students who plan to work with children in either the elementary grades or a non-school setting or enter a graduate program in child development. The major consists of 45 or 46 credit hours, 25 credit hours in psychology and 16/17 hours in related fields. Required are Psychology 101, 211, 218, 306, 313, 334, and 351-352. Related courses are Biology 216, PER 236 and 331, and Sociology 215. Additional liberal studies are Computer Science 124 and 125 and Speech 201. A physical science must be taken for Science 150, and either Biology 201 or 115 instead of Science 250. The standard First Aid, community CPR, and BLS for the Professional Rescuer certifications as offered by the American Red Cross are required for graduation in this major. History 111 or 112 and Mathematics 207 are required for those seeking elementary school K-8 licensure with a K-4 emphasis. Mathematics 221 and Psychology 312 are required for others in the major. Students seeking elementary teaching licensure must complete 27 credit hours of professional courses in teacher education. The professional courses are listed under education in this catalog. A double major in psychology and child development is not permitted.

A double major in Psychology and Child Developoment is not permitted.

**101. Introductory Psychology**
Fundamental principles of human behavior. Attention to the aims, methods, and ethics of psychology and other topics including maturation and life span development, motivation, emotion, learning and cognition, perception, personality, and behavior disorders. Relating psychological principles to individual and social experience as well as other disciplines is a basic objective of this course.

3 credit hours

**211. Child Development**
Growth and development of the child from birth to maturity. Physical, intellectual, moral, social, and emotional aspects of growth are considered as they relate to various stages of development.
Prerequisite: Psychology 101.

3 credit hours

**218. Psychology of Adolescence**
Growth and development of the adolescent from puberty to 21. The organization of appropriate educational environments for adolescents is discussed. Educational tests and measurement, both formal and informal, and their interpretation are considered.
Prerequisite: Psychology 101 and Sophomore standing.

3 credit hours

**221. Social Psychology**
The study of interactions of individuals in social situations. Attitudes, values, beliefs, perceptions, conformity, group dynamics, power, and leadership along with the application of social theory and knowledge to everyday problems are among the topics studied.
Prerequisite: Psychology 101.

3 credit hours

**301. Theories of Personality**
An examination of the major theoretical approaches to personality. The course seeks to provide an understanding of the role of personality theory and research in the field of psychology.
Prerequisite: Psychology 101.

3 credit hours

**306. Language Development**
The acquisition and development of receptive and expressive language. Current theories are explored and consideration is given to the importance of language to instruction in reading and writing. Field experience is included.
Prerequisites: Psychology 101 and 211.

3 credit hours

**307. Psychological Aspects of Deafness**
A study of the psychological effects of deafness including the emotional development of the deaf and the hard-of-hearing child. The acquisition and use of language, community resources, and family needs are studied in the course. Not be counted toward a major in psychology.

3 credit hours

**312. Experimental Psychology**
Methodological approach with a procedural orientation to psychological investigation. Although the course concentrates on methodology, attention is directed to such content areas as the history of psychology, ethics in research, and application of psychological principles. Laboratory practice.
Prerequisites: Psychology 101 and Mathematics 221.

4 credit hours

**313. Human Learning and Cognition**
Individual differences in cognition are examined within the context of theories of learning. Appropriate expectations and experiences for children at various stages of cognitive development are related to theories. Laboratory practice.
Prerequisites: Psychology 101, 218 or 211, and Mathematics 120.

4 credit hours

**331. Abnormal Psychology**
A psychological approach to the causes, symptoms, treatment, and prevention of behavioral disorders.
Prerequisite: Psychology 101.

3 credit hours

**333. Counseling**
Study of counseling techniques in such settings as school, industry, and the clinic. Special emphasis on self-management procedures and interviewing.
Prerequisite: Psychology 101.

3 credit hours

**334. Culturally Diverse and Exceptional Children**
The nature and causes of diversity which are related to culture and different types of exceptionality are examined. Analysis of case studies provides practice in identification, intervention strategies, and curriculum modification/development. Field experience with culturally diverse and exceptional children is included.
Prerequisite: Psychology 101, 211 or 218.

3 credit hours

**343. Practicum in Psychological Services**
Supervised practical experience during the junior or senior year with an agency or organization offering psychological services. Not to be counted toward a major in psychology. Prerequisites: Psychology 101, 211 and 331 or permission of instructor.

2, or 3 credit hours, not to exceed 6

**344. Biopsychology**
Study of the anatomical structures and physiological functions which relate to behavior. Neurophysiology, particularly in regard to synaptic transmission, is emphasized. Prerequisite: Psychology 101 and Biology 113.

3 credit hours

**349. Seminar**
Selected topic in psychology course content varies from year to year. Previous topics include History and Systems of Psychology, and Jungian Psychology and Health Psychology.
Prerequisite: Junior or senior standing.

3 credit hours

**351-352. Senior Thesis**
Individual study with the guidance of a faculty supervisor involving the laboratory or a field research problem and a scientific paper reporting the results.

6 credit hours

# Reading

**101. College Reading Strategies**
A course designed to assist students who may have difficulties with college-level reading. Strategies and skills are taught which improve reading comprehension and speed and which foster vocabulary/concept development. Enrollment in the course is required of students who place below a designated percentile on a reading test administered as part of the placement testing program. The course is listed on the student's official record, but the three institutional credit hours earned by satisfactory completion do not count toward the minimum needed for graduation.

# Religion

Professor Cartlidge, Assistant Professor Hewitt, Dr. Cowan

The academic study of religion considers questions which are fundamental, namely questions of the nature and destiny of human existence. Religious response to the experiences of life takes many forms, and religious studies includes examinations of literature and other arts, social institutions, and historical settings as well as cross-cultural comparisons.

**THE MAJOR IN RELIGION** consists of 33 hours in religion and related areas. Twenty-seven hours must be in Religion of which only three hours may be a 100-level course; nine hours must be 300-level religion courses. Required related courses are two

courses from among Philosophy 104, 326 and 329. It is strongly recommended that majors in religion take either Greek or Latin 110-120 or two years in a modern language.

**THE MINOR IN RELIGION** consists of 15 hours in religion, including not more than one 100-level course and no fewer than two 300-level courses.

**111. The American Religious Experience**
An introduction to religious studies which employs the American religious experience as its model.

3 credit hours

**128. Introduction to Christian Theology**
An examination of reflective thinking on basic Christian beliefs and practices. No experience in theology is required.

3 credit hours

**212. World Religions**
Religion as a universal human phenomenon. Each offering of the course will examine several religious traditions such as Islam, Judaism, Hinduism, Taoism, Buddhism and Christianity, as well as primitive religion.

3 credit hours

**230. The Old Testament World and Culture**
The religion of ancient Israel as it developed in concert and in rivalry with its Ancient Near Eastern neighbors.

3 credit hours

**240. The New Testament World and Culture**
The development and growth of the early church's thought and community during the first two centuries C.E. The course pays particular attention to Christianity as a religion of the Greco-Roman world.

3 credit hours

**244. Religion and Peace**
A study of peace in religious traditions. The course may center on the nature of peace in a particular religious tradition, e.g., Judaism, Islam, Buddhism, Christianity. It may examine peace in a comparative religion study, or it may examine peace in a religious approach to peace and peacemaking.

3 credit hours

**325. Sociology of Religion**
A study of religion and the social order. Religion as an integral part of human culture, the building of a sacred cosmos. Religion and social organization, civil religion, secularization, religion and social change, cross-cultural comparisons.
Prerequisite: Sociology 101 or Social Science 220.

3 credit hours

**326. Contemporary Theology**
An examination of 20th century Christian thought, with special emphasis on current issues, approaches and major thinkers. Attention is given to the social, political, and historical context of contemporary theology.
Prerequisite: Any religion course or junior standing.

3 credit hours

**346. Explorations in Christian Thought and Culture**
Topics will vary. An examination of Christian theology and its relationship to culture through art, the work of significant theologians, an historical period, or a theological theme.
Prerequisite: Any religion course or junior standing.

3 credit hours

**348. Explorations in the History of Religions**
Topics will vary. Studies one or more of the world's religious traditions or a comparative study of a theme or themes in more than one tradition.
Prerequisite: Any religion course or junior standing.

3 credit hours

**349. Seminar in Religious Studies**
The topics of this course center on cross-disciplinary studies, e.g., Religious Themes in the Modern Novel, Religious Revolt and Political Oppression, The Politics of Violence and Alternatives in Religious Traditions, and Poetic and Narrative Criticism of the Biblical Literature. Topics may be chosen in response to student request. May be repeated for credit.
Prerequisite: Any religion course or junior standing.

3 credit hours

**351-352. Senior Thesis**
Commonly a research project resulting in a thesis or substantial essay, but other types of work, such as the writing and performance of religious music or the writing and production of religious drama, are also acceptable.

6 credit hours

# Sign Language/Interpreting

Professor Waters, Ms. Maher, Ms. Moran

**THE MAJOR IN SIGN LANGUAGE INTERPRETING** prepares students to work as professional interpreters with deaf and with hard-of-hearing persons in a variety of situations. While American Sign Language serves as a foundation, several other modes of communication used by the deaf community are introduced as well. Audio-visual materials are accessible for individual study of a broad cross-section of communication methods. Interactions with deaf and with hard-of-hearing persons and regular practice using videotaping equipment are principal means for the development of skills.

The required curriculum involves a total of 48 hours with 39 hours beyond the first year ASL 101 and 102 courses in the major and nine hours in related courses. Major courses which are required are 203, 215, 301, 302, 303, 306, 311, 321, 337, and 351-52. Required related courses are Psychology 101 and 307 and Social Science 301. Psychology 331 and Sociology 211 or 215 are strongly recommended. A supervised internship in an approved off-campus agency is an essential part of the major program.

**THE MAJOR IN AMERICAN SIGN LANGUAGE** is intended for those desiring communication skills for use in counseling, social work, teaching, or other service fields. This major requires 37 hours with 21 hours beyond ASL 101 and 102 and 16 hours for related courses. The major courses are 203, 215, 301, 306, 343, 351 and 352, while the related courses are Psychology 101 and 307, Social Science 301, and courses 110 and 120

of an additional language. Psychology 331 and Sociology 211 or 215 are strongly recommended.

**THE MINOR IN AMERICAN SIGN LANGUAGE** requires 17 hours consisting of courses 101, 102, 203, 306, and Psychology 307.

**101. American Sign Language I**
An introduction to American Sign Language using concepts related to people, places and things within the immediate environment. Emphasis is placed on appropriate language and cultural behaviors in various situations and students learn grammar in the context of communicative activities. Laboratory classes are used to expand expressive and receptive skills.

4 credit hours

**102. American Sign Language II**
A sequel to ASL 101, designed to encourage students to talk about people in a more abstract way and learn to narrate events that occurred in the past. Students learn appropriate cultural behaviors for directing and maintaining attention as well as strategies for controlling the pace of conversation and resuming conversations after an interruption. Laboratory classes are used to expand expressive and receptive skills.
Prerequisite: ASL 101 or permission of the instructor.

4 credit hours

**203. American Sign Language III**
A sequel to ASL 101-102 designed to encourage students to talk about people in a more abstract way and to talk about the environment removed from the classroom. Students learn also to narrate past events. Laboratory classes are used to expand expressive and receptive skills
Prerequisite: ASL 101-102 or permission of the instructor.

3 credit hours

**215. Translation and Interpreting Readiness**
This course provides necessary transition from sign communication to interpretation between ASL and English. Course content includes written, spoken, and signed translation exercises. Outside study consists of individual and group assignments, fingerspelling and numbers practice, and English vocabulary development.
Prerequisite: ASL 203 or permission of the instructor.

3 credit hours

**301. Introduction to Interpreting**
A survey of the major areas of the interpreting profession, the code of ethics, and interpreting techniques. Introduction to the interpretive process from spoken English to American Sign Language and sign to voice (interpreting from American Sign Language to English).
Prerequisite: American Sign Language 203 or permission of the instructor.

3 credit hours

**302-303. Applied Interpreting I and II**
The first course emphasizes developing skills with prepared interpreting and transliterating using audio and video media. The second course progresses to spontaneous interpreting and transliterating skill development. Expressive and receptive skills are developed in both courses. Study for the courses consists of group and pair skills practice as well as interpreting practice.
Prerequisite: Interpreting 215.

Each course 3 credit hours

**306. Introduction to Audiology**
Attention to the anatomical features of the ear and the physiology of hearing. Special attention is given to various types of auditory pathology, etiologies, and habilitation. Practical experience in auditory testing.

3 credit hours

**311. Educational Interpreting**
This course introduces sign systems, surveys the educational setting, outlines the history of the field, the impact of legislation, and as available provides educational interpreting observation and practice.
Prerequisite or corequisite: Interpreting 301 or with permission of the instructor.

3 credit hours

**321. Comparative Interpreting**
Specialized areas of interpreting covered include legal, medical/mental health, deaf-blind, oral and educational. Attention is given to the vocabulary peculiar to each area, through the use of guest lecturers, taped materials and visits to off-campus sites.
Prerequisite: Junior standing and Interpreting 302.

3 credit hours

**337. Internship**
A practical experience in an approved facility under the supervision of an interpreter certified by the National Registry of Interpreters for the Deaf or other appropriate professional.
Prerequisite: Interpreting 303.

9 credit hours

**343. Practicum**
Practical experience in a professional environment with supervision by an agency staff person approved by department faculty. Available only to majors in American Sign Language.

3 credit hours

**349. Seminar**
Selected topics in deafness/interpreting. Offered as demand warrants.

3 credit hours

**351-352. Senior Thesis**
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.

6 credit hours

# Social Sciences: Interdisciplinary Courses

**301. Social Sciences Research Methods**
The philosophy and methodology of the social sciences. Emphasis is on the philosophical underpinnings, basic research design, forms of data gathering and the analysis, presentation, and interpretation of data. Individual students research projects related to various social science disciplines.
Prerequisite: Mathematics 120 and junior standing.

3 credit hours

**303. Cultural Geography**
A study of the relationship between culture and the physical environment. Cultural attitudes toward nature, the transformation of natural into cultural landscapes, invention and the diffusion of culture, demography and settlement patterns, modernization and development, culture areas.
Prerequisite: Sophomore standing

3 credit hours

# Sociology

Professor Boldon, Assistant Professor Ambler, Mr. Mills

Sociology deals with social relationships, the structure of society, and the variety of human cultures. The major in sociology prepares students for endeavors such as teaching, research, human services, and community organization. The minor in sociology provides a useful supplement to majors in a variety of academic fields.

**THE MAJOR IN SOCIOLOGY** requires 42 credit hours, 30 in sociology and 12 hours in related areas. Required are Sociology 101, 211, 319, 351-352, and 15 additional hours chosen from 202, 215, 221, 222, 305, 325, and 349. Required related courses are Math 221, Social Science 301, Psychology 101, and one course chosen from Economics 201, Political Science 211 and 232, and Social Science 303.

**THE MINOR IN SOCIOLOGY** consists of a minimum of 15 credit hours, including 12 hours above the 100 level. The minor must include Sociology 101 or 211 or both; additional hours may be drawn from 202, 215, 221, 305, 325, 349, and Social Science 301.

**101. Introductory Sociology**
Study of the fundamental structure and dynamics of human societies and the basic principles and concepts used in sociology.

3 credit hours

**202. Social Problems**
Analysis of social problems in the United States and other societies. Emphasis on social stratification, inequality, racial and ethnic relations, and deviant behavior.

3 credit hours

**211. Cultural Anthropology**
An application of the concept of culture to various societies, from primitive to modern. Cross-cultural analysis of various institutions. Extensive use of ethnographies.

3 credit hours

**215. Sociology of Marriage and Family**
A study of selected aspects of family structure and functions. Mate selection, family organization, sex roles, family breakdown, variant family forms, and demographic change. Analysis of the American family and comparative study drawing on other cultures.

3 credit hours

**221. Social Psychology**
The study of interactions of individuals in social situations. Attitudes, values, beliefs, perceptions, conformity, power, and leadership along with the application of social theory and knowledge to everyday problems are among the topics studied.
Prerequisite: Psychology 101

3 credit hours

**222. Sociology of Appalachian Culture**
The character and development of southern Appalachian culture, its transmission through arts and crafts, music and dance, language, education, and social institutions. Cultural adaptation and change. Experiential learning emphasis with required fieldwork.
3 credit hours

**305. Organizational Behavior**
Analysis of complex organizations and bureaucracy. The goals, design, internal structure, and environmental relations of organizations. The problems of groups and individuals who are increasingly embedded in and shaped by impersonal, large-scale organizations.
Prerequisites: Sociology 101 and Management 302
3 credit hours

**319. Social Theory**
An examination of classical and contemporary theories of the nature of society and human behavior.
Prerequisite: Nine hours in sociology and junior standing
3 credit hours

**325. Sociology of Religion**
A study of religion and the social order. Religion as an integral part of human culture, the building of a sacred cosmos. Religion and social organization, civil religion, secularization, religion and social change, cross-cultural comparisons.
Prerequisite: Sociology 101 or Social Science 220.
3 credit hours

**343. Practicum**
Supervised experience during the junior or senior year in a human services, community organization or research setting. Not to be counted toward a major in sociology.
Prerequisite: Sociology 101, 202, and 211 or permission of the instructor
2 or 3 credit hours; not to exceed 6

**349. Selected Topics in Sociology and Anthropology**
Selected topics in sociology or anthropology. Topics vary depending on interests of faculty and students. May be repeated for credit.
Prerequisite: At least one course in sociology.
3 credit hours

**351-352. Senior Thesis**
Individual study under the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.
6 semester hours

# Spanish

Associate Professor Perez-Reilly, Assistant Professor Doucette

**THE MAJOR IN SPANISH** consists of 42 hours beyond first year Spanish (110-120). Required courses include 201, 202, 225, 349 and 351-352 to be taken at Maryville College. An additional 24 hours must be completed during a junior year abroad in conjunction with Alma College's program at the Iberoeramerican University in Mexico City or with the program of Central College of Iowa at the University of Grenada, Spain. The courses taken during the junior year abroad consist of three hours in culture and civilization, nine hours in grammar, composition, phonology and corrective diction and, 12 hours in literature.

**A MINOR IN SPANISH** consists of at least 15 credit hours in Spanish in courses above the 100-level. Only courses in which a grade of "C" or better is earned are counted toward minor requirements.

A second track in the major, **SPANISH FOR TEACHER LICENSURE,** consists of 39 credits in Spanish beyond the first year (110-120). Required courses include 201, 202, 225, 351 and 352 to be taken at Maryville College. An additional 24 hours must be completed during a junior year abroad in conjunction with Alma College's program at the Iberoamerican University in Mexico City or with the program of Central College of Iowa at the University of Grenada, Spain. The courses taken during the junior year abroad consist of three hours in culture and civilization and nine hours in grammar, composition, phonology and corrective diction and 12 hours in literature. Additional liberal studies requirements are Psychology 101, Speech 201, and Computer Science 124-125. Students pursuing this track must complete 27 credit hours of professional courses in teacher education. The professional courses are listed under education in this catalog.

In addition to completing the necessary coursework, all students pursuing a major or minor in Spanish will be given a diagnostic test upon completion of Spanish 202, in order to identify any major problems related in Spanish grammar before proceeding to third year courses.

Any needed remediation will be arranged with the assistance of Foreign Language faculty. Students majoring in Spanish for Teacher Licensure are also required to take the ACTFL proficiency test in Spanish during the first semester of the senior year and must score at the advanced level for teacher certification in the state of Tennessee. Arrangements for the test should be made through the Department of Languages and Literature. Spanish majors or minors who are not enrolled in the program for teacher licensure may opt to take the ACTFL test. A good score on the test may be useful in seeking employment or admission to graduate school.

**110. Elementary Spanish I**
An introduction to Spanish emphasizing use of the spoken language. Attention is given to pronunciation and speech patterns, the development of a working vocabulary, and the framing of simple sentences. Students are introduced to the concept of cultural diversity and are encouraged to develop an awareness and appreciation of other cultures. Class meetings are supplemented by drill sessions in which students practice the grammatical concepts introduced in the master class.

4 credit hours

**120. Elementary Spanish II**
A sequel to Spanish 110, designed to increase facility in speaking, improve aural comprehension, and expand vocabulary. Correct usage and confidence-building are stressed in class and drill sessions. Diversity in communication styles within the Spanish-speaking world is introduced. Prerequisite: Placement into the course or Spanish 110.

3 credit hours

**202-202. Intermediate Spanish I and II**
An introduction to Hispanic literature through the reading of selected works from various genres, with attention to the reinforcement of basic skills and expansion of vocabulary. The class is conducted entirely in Spanish, including discussion of the content and style of the works being studied. The course provides a review of basic Spanish grammar, concentrating on more advanced grammatical structures. The student is further acquainted with Hispanic culture through the literature of Spanish-speaking countries. Prerequisite: Placement into the course or Spanish 120.

3 credit hours each course

**225. Intermediate Conversation and Composition**
A review of Spanish grammar, with attention to more advanced grammatical constructions and idioms. Designed to further develop basic conversational skills acquired during the first years. Required for all students planning to study in Spain or Mexico during the junior year.
Prerequisite: Spanish 110-120.

3 credit hours

**301. Spanish Peninsular Literature**
A study of major authors and literary currents of Spain since the Middle Ages, but with emphasis on the 20th century. Attention will be given to such authors as Baroja, Jimenez, Lorca, Cela, Buero Vallejo, and Matute.
Prerequisite: Spanish 202 or equivalent.

3 credit hours

**302. Spanish American Literature**
An examination of major authors and literary currents of Spanish America since colonial times, with emphasis on such 20th century authors as Quiroga, Barrios, Gallegos, Mistral, Borges, Neruda, and Garcia Marquez.
Prerequisite: Spanish 202 or equivalent.

3 credit hours

**311. Spanish for Future Careers**
A course designed for students who expect to use Spanish in their careers. It includes the study of customs and social patterns as well as the writing of letters and the building of specialized vocabularies. The needs and interests of individual students largely determine the areas of emphasis.
Prerequisite: Spanish 202 or the equivalent.

3 credit hours

**349. Selected Topics in Spanish**
Concentrated study on a selected topic in Spanish literature, language, culture, or civilization. The topics, which vary according to the interests of the students, will include, among others, the Spanish short story, the history of Spain, the picaresque novel, and Spain in America.
Prerequisite: Spanish 202 or the equivalent.

3 credit hours

**351-352. Senior Thesis**
Individual study, with the guidance of a faculty supervisor, on a topic that will provide experience in intensive research and the preparation of a formal paper.

6 credit hours

# Speech

Assistant Professor Bergeron, Ms. Jenkins

**201. Introduction to Communication Skills**
This course is designed to develop effective communication skills for small group settings and for extemporaneous public speaking situations. The student is expected to master the basic skills of research (including interviews), organization, rehearsal and delivery as they pertain to oral communication. Consideration is given to non-verbal cues that affect listening and speaking.
Prerequisite: English 130.

2 credit hours

**202. Advanced Public Speaking and Debate**
The course concentrates on the enhancement of speaking ability and the development of personal style. The principles of debate are also considered, and practical experience is acquired, using the national topic for intercollegiate debate.
Prerequisite: Speech 201 or permission of the instructor.

3 credit hours

# Theatre

Assistant Professor Bergeron, Mr. Reihl

The academic study of theatre serves the aspiring theatre professional or future graduate student through curricular programs for majors that provide an introduction to, and practical experience in, the art of theatre. The theatre major is designed to stress the intrinsic value of a broad study of the art of theatre in the liberal arts tradition. The opportunity for individual expression and development is provided by Theatre Production, Senior Thesis, Individual Study, Theatre Practicum, and study in related disciplines.

**THE MAJOR IN THEATRE** consists of 38 hours in performance, literature and history, including Theatre 203, 204 (4 credit hours total), 211, 212, 311, 314, 332, and 351-2, and 9 credit hours earned from any combination of Theatre 343, 349, Music 121, Applied Voice (2 semesters for a total of 3 credit hours), Dance, Art 312, 314, 316, English 162, 344, 348.

**THE MINOR IN THEATRE** requires the completion of 18 hours, including Theatre 203, 204 (2 credit hours total), 211, 212, 311, and 314.

**203. Oral Interpretation of Literature/Readers Theatre**
Practice in selecting and analyzing nondramatic literature for the purpose of oral presentation. Students prepare readings, adapt scripts and direct Readers Theatre productions for evaluation.
Prerequisite: Sophomore standing.

3 credit hours

**204. Theatre Production**
Course credit given to any student who is cast and participates as an actor in the semester's mainstage production and/or who serves in a major technical capacity (stage manager, crew leader, etc.). Guidelines for accountability will be set by the faculty director. No more than 8 hours may be taken for credit.

1 credit hour

**211. Stagecraft**
An introduction to six elements of stagecraft: (a) set design and construction, (b) lighting design and construction, (c) costume design and construction, (d) make-up, (e) theatre management and (f) stage management. Students select two of the six elements for special concentration during the term.

3 credit hours

**212. Acting**
A study of acting history, methods, techniques, and terminology. Assigned readings, written exams, performance of dramatic scenes, complete character and script analyses, and participation in a public performance.
Prerequisite: Sophomore standing or permission of the instructor.

3 credit hours

**311. Directing**
A study of prominent directors from the past and present, with emphasis on the current methodology and terminology of theatrical directing. Practical experience in planning and executing a staged production of an extended scene or full one-act play for public performance.
Prerequisite: Junior standing and permission of the instructor.

3 credit hours

**314. History and Literature of Western Theatre**
Traces the evolution of Western theatre from its origins to modern-day practices. Theatre production conventions and representative dramatic literature from a selection of the major theatrical periods.
Prerequisite: Junior standing or permission of the instructor.

4 credit hours

**332. English Literature of the Elizabethan Period**
A study of Shakespeare and his chief contemporaries with equal emphasis on the comedies, tragedies and histories as well as attention to the historical and literary backgrounds of the period.
Prerequisite: Junior standing.

3 credit hours

**343. Practicum in Theatre**
Work in professional or semiprofessional theatre, intensive training and/or workshops, individual participation in community theatre production in a significant capacity, or significant leadership in an on-campus theatrical event.
Prerequisite: Junior standing and permission of the instructor.

2-6 credit hours

**349. Selected Topics in Theatre**
An advanced course designed as a second level of study in acting, directing, or stagecraft. May also address playwriting, theory and criticism, or twentieth-century dramatic literature.
Prerequisite: Permission of the instructor.

3 credit hours

**351-352. Senior Thesis**
Individual study, with the guidance of a faculty supervisor, on a topic that will provide experience in intensive research and the preparation of a formal paper or creative project. The study is usually begun in the last term of the junior year and completed in the first term of the senior year.
Prerequisite: Completion of a minimum of four courses in the major.

6 credit hours

# Writing/Communication

**THE MAJOR IN WRITING/COMMUNICATION** requires a minimum of 40 hours in English above the 130-level and six hours in related courses to be chosen from History 111, 112, 211, and 212. All majors must take English 162, 216, 219, 311, 337 or 343, and 351-52. Nine additional hours in literature must be chosen from English 221, 222, 332, 334, 335 and 336. Twelve hours in writing must be chosen from English 215 (a maximum of six hours), 217 and 325. All writing majors are strongly encouraged to minor in an area that will give them a degree of expertise in a field other than English.

**THE MINOR IN WRITING/COMMUNICATION** requires 15 hours in writing above the 130-level, including English 216 and 219. The remaining hours may be chosen from English 215, (a maximum of six hours) 217 and 325.

Courses listings for Writing/Communication are listed under English in this catalog.

# The Bachelor of Music Degree

Professors Bloy, Bonham, D. Taddie, Associate Professors S. and V. Schoen, Assistant Professor Smithee, Mr. Bolt, Mr. Combs, Mr. Fox, Ms. Goode, Mr. Robinson, Ms. A. Taddie, Mr. Tucker

The Goals of the Maryville College Music Department are:

1. To serve the aspiring professional musician through curricular programs for music majors (B.A., B.Mus. in Performance, Music Education, and Church Music);
2. To serve the general student through introductory course work in the fine arts, through elective study of applied music, through elective participation in ensembles, and through elective completion of a music minor;
3. To serve the larger community through concerts and tours, through the opening of some ensembles to community participation, and through the sharing of faculty expertise.

# Auditions and Admission to Music Curricula

All students intending to pursue a major or minor in music, participate in an ensemble, or study applied music must complete the Music Placement Hearings during Fall Orientation prior to beginning study. Each student will then be counselled into the appropriate courses.

All music majors must demonstrate proficiency in basic keyboard skills. Those who lack this preparation upon entering must take Keyboard Fundamentals every term until the proficiency test is passed.

Admission to a particular curriculum as a music major is conferred by the music faculty after the completion of Music 102 or, in the case of students with advanced standing, after one semester of study at Maryville College. Contact the Chair of the Division of Fine Arts for details.

**THE BACHELOR OF MUSIC** is a professional degree, intended for students who plan to pursue a career in some aspect of music. It differs from the Bachelor of Arts degree in its general education core requirements and the extent of specialization. As a professional degree, it affords more extensive study in the major field. The College offers major programs in performance, church music, and music education.

### General Education Requirement

The general education requirement consists of 40 credit hours. Students must satisfy requirements in the following areas, either by passing the courses or demonstrating proficiency.

Inquiry 110/Orientation 110
English 130
Foreign Language 110 and 120
Natural Science 150
Mathematics 120
History 180 or 190
Religion 230 or 240
English 270
Social Science 220
African Studies 310 or East Asian Studies 320
Humanities 390

Course descriptions are to be found in the Bachelor of Arts section of this catalog. French or German is recommended as the foreign language choice for singers and students planning graduate work in music.

## The Bachelor of Music Programs

Three Bachelor of music programs are offered. All include preparation in theory, solfege and dictation, and eurhythmics, and all require knowledge of music history and styles. Private applied lessons are a part of each major, as is sustained participation in a musical ensemble. Beyond these common elements, students take specialized courses appropriate to each major.

## Church Music

**THE MAJOR IN CHURCH MUSIC** consists of 80 credit hours, including 48 hours in music courses, 21 hours in applied music, eight hours in ensemble participation, and three hours in related fields. Courses in music are 101-102, 121-122, 201-202, 211-212, 221-222, 301-304, 305, 321, 343, and 351-352.

The 21 credit hours in applied music are earned in organ and voice with 18 hours in one instrument and three hours in the other. At least four of the eight hours in ensemble participation must be earned in choir. A half recital is required. Religion 348 is a required related course.

## Music Education

**THE MAJOR IN MUSIC EDUCATION FOR TEACHER LICENSURE IN VOCAL/GENERAL MUSIC** consists of 62 credits in music including Music 101-102, 121-122, 201-202, 211-212, 221-222, 301-304, 321, 351-52, 12 hours of applied music (voice or voice and piano) and eight hours of ensemble (at least six in choir). Additional liberal studies requirements are Psychology 101, Speech 201, Science 250, and Computer Science 124-125. Students pursuing this track must complete 27 credit hours of professional courses in teacher education. The professional courses are listed under education in this catalog.

**THE MAJOR IN MUSIC EDUCATION FOR TEACHER LICENSURE IN INSTRUMENTAL MUSIC** consists of 63 credits in music including Music 101-102, 121-122, 201-202, 211-212, 221-222, 301-304, 321, 351-52, nine hours of applied music (major instrument), Introduction to Orchestral Instruments 324 (four hours), and eight hours of ensemble (at least six in instrumental ensembles). Additional liberal studies requirements are Psychology 101, Speech 201, Science 250, and Computer Science 124-125. Students pursuing this track must complete 27 credit hours of professional courses in teacher education. The professional courses are listed under education in this catalog.

## Performance

**THE MAJOR IN PERFORMANCE** consists of a total of 81 credit hours with at least eight hours in ensemble participation. Required courses are 101-102, 121-122, 201-202, 211-212, 221-222, 301-304, 308, 351-352, and 401-402. Twenty-four credits in applied music are also required, including a half recital in the junior year and a full recital in the senior year. The remaining six hours in music may be earned in courses, lessons, ensemble participation, or a combination of these.

**101. Basic Structures of Music and Elementary Counterpoint**
The aural and visual comprehension of musical elements and their application. Fundamentals, basic melody, decorative pitches, developmental processes in melody writing, voices in combination, and chord structure. Open to non-music majors.

3 credit hours

**102. Intermediate Part-Writing**
Four-voice homophonic texture, functional chords and dominant seventh, inversions, two- and three-part form, secondary dominants, and modulation.
Prerequisite: Music 101.

3 credit hours

**111. Introduction to Electronic Music**
An introduction to the world of electronic music which is a part of many contemporary musical idioms. The course includes opportunities for the creation of music on synthesizers in combination with computers. Two class meetings and one required hour in the electronic music laboratory each week.

2 credit hours

**121. Eurhythmics I**
The experience and study of musical concepts and materials by means of body movement, based on the premise that music is an art that utilizes time, space, and energy in its production. Subjects will include beat, meter, tempo, rhythmic patterns, body technique, augmentation-diminution, complementary rhythms, syncopation, coordination, quick reaction, and memory.

1 credit hour

**122. Eurhythmics II**
Continuation of Eurhythmics I. Subjects will include dynamics and dynamic accent, the phrase, polyrhythms, uneven beats, two- and three-voiced canon, improvisation, and polymetrics.
Prerequisite: Music 121.

1 credit hour

**201. Advanced Counterpoint**
Study of nondominant sevenths, embellishing diminished chords, Neapolitan and augmented sixth chords, invention, and fugue.
Prerequisite: Music 102.

3 credit hours

**202. Advanced Harmony**
Consideration of chorale prelude, variation, and sonata-allegro forms; ninth, eleventh, and thirteenth chords; foreign modulation; 20th-century melody, harmony, and tonality; atonality and serialism.
Prerequisite: Music 201

3 credit hours

**211. Solfege and Dictation I**
Practice of rhythmic exercises sung to the syllables of solmization (fixed do) which trains the student in the inner hearing of musical notation and sight singing. Subjects will include singing and recognition of all major, minor and perfect intervals; rhythmic exercises in simple time; dictation of one-voiced melodic line; development of reliable relative pitch.

2 credit hours

**212. Solfege and Dictation II**
Continuation of Music 211. Rhythmic exercises in compound time, singing and recognition of major and minor triads and their inversions, 7th chords and inversions, two-voiced dictation, and sight-singing from traditional and contemporary literature.
Prerequisite: Music 211.

2 credit hours

**221. Orchestration and Conducting I**
Aural and visual examination of writing techniques for string, woodwind, brass, and percussion instruments from 1700 to the present with practice of basic conducting patterns and rehearsal techniques. Transcribing simple piano music for small ensemble with practicum in rehearsing/conducting those transcribed works.
Prerequisite: Music 102.

2 credit hours

**222. Orchestration and Conducting II**
Examination of scoring for combined sections, less frequently used instruments, and the human voice as an orchestra timbre. Advanced score reading and conducting techniques, with transcription and conducting practice of hymns and additional keyboard works.
Prerequisite: Music 221.

2 credit hours

**301. Music History and Styles: Antiquity through the 16th Century**
A study of the origins of music, its direction of development in Eastern and Western Asia and Africa, and its historical development in Europe to the 16th century. Emphasis is placed on the study of musical trends and styles through listening as well as analysis.The relationship of music to society and its education is considered. Bibliography and independent research are included.

3 credit hours

**302. Music History and Styles: 17th and 18th Centuries**
A study of Western music from Monteverdi to Haydn and Mozart. Emphasis is placed on listening and analysis of scores of the leading composers of these centuries. The relationship of music to society and its education is considered. Bibliography and independent research are included.
Prerequisite: Music 102.

3 credit hours

**303. Music History and Styles: 19th Century**
A study of Western music from Beethoven to Mahler and Richard Strauss. Emphasis is placed on listening and analysis of scores of the leading composers. The relationship of music to society and its education is considered. Bibliography and independent research are included.
Prerequisite: Music 201.

3 credit hours

**304. Music History and Styles: 20th Century**
A survey of trends and innovations in Western music from Debussy to the present. Composers are studied through biographical sketches, compositional listings, and analyses of representative works. Specific styles include impressionistic, atonal, serial, neo-classic, jazz/pop, electronic, minimalistic, and eclectic; also study of bibliographies, preparation of research journals, and presentation of oral and written reports.
Prerequisite: Junior standing.

3 credit hours

**305. Music in the Church**
A study of the music of the church with attention to the traditions within which the music was composed as well as the contemporary use of music in worship.
Prerequisite: Junior standing.

3 credit hours

**308. Pedagogy in the Applied Field**
A study of various teaching techniques and a practical introduction to materials and procedures. Emphasis on observation, with opportunity for practical application.

1 credit hour

**321. Advanced Conducting**
The course is designed to develop conducting skills, rehearsal technique, and score reading ability. Students gain practical experience in conducting an ensemble along with their classroom work.
Prerequisite: Music 222.

2 credit hours

**324. Introduction to Orchestral Instruments**
Emphasis is placed on elementary performing ability on string, wind, and percussion instruments sufficient to teach students effectively in elementary and secondary school performing groups. Four semesters of instruments are required (one hour credit per semester) with variable emphasis according to the needs of the prospective teacher.

4 credits total

**343. Practicum in Church Music**
Supervised practical experience in the music program of a church. Development of leadership skills in vocal and instrumental music emphasized.
Prerequisite: Junior standing.

3 credit hours

**350. Individual Study in Music**
An advanced individual study course. The subject matter is variable according to the needs of the student.

3 credit hours

**351-352. Senior Thesis**
Individual study, with the guidance of a faculty supervisor. Ordinarily taken the spring term of the junior year and the fall term of the senior year.

6 credit hours

**401. Literature in the Applied Field I**
A chronological survey of the standard repertoire of each performance medium through score study, record listening, and performance. Offered as demand warrants.

1 credit hour

**402. Literature in the Applied Field II**
A continuation of Music 401.

1 credit hour

# Applied Music

The study of applied music is central to all curricula in music and is a valuable elective for students in majors other than music. *One and one-half credit hours per semester* are earned for a *half-hour lesson* and at least *five hours practice* per week. *Three credit hours* per semester are earned for an *hour lesson* or two half-hour lessons and at least *10 hours practice* per week. (*Non-credit students* are expected to practice the same amount of time as the parallel credit students.)

Both instruction and practice include both *technique* and a minimum standard *repertoire*. For music majors, the latter includes, over a period of time, standard repertoire for the given instrument from each appropriate historical era and genre. For non-majors, the instructor may tailor the selection of repertoire to the individual student's particular goals and needs.

**MUS A01 Keyboard Fundamentals**
Instruction in basic musicianship and keyboard technique, including principles of transposition and improvisation, to enable students to develop the skills necessary to pass the piano proficiency examination. A development course which can be taken for credit or non-credit. Credits earned in this course may not be applied to a music major.

**MUS A02 Piano.**
Prerequisite: Demonstrated basic keyboard proficiency.

**MUS A03 Organ.**
Prerequisite: Demonstrated basic keyboard proficiency.

**MUS A04 Harpsichord.**
Prerequisite: Demonstrated basic keyboard proficiency.

**MUS A05 Voice.**

**MUS A06 Guitar.**

**MUS A07 Strings.**

**MUS A08 Woodwinds.**

**MUS A09 Brass.**

**MUS A10 Percussion.**

**MUS A11 Composition.**
Development of basic techniques in the structure and craft of musical composition. Writing in all forms according to individual abilities.
Prerequisite: Music 102.

### Ensembles

The following ensembles are open to all students who meet the stated requirements. One credit hour per semester may be earned for participation in one of these organizations.

**MUS E12 The Maryville College Concert Choir.**[1]

**MUS E13 The Maryville College Community Chorus.**

**MUS E14 The Maryville-Alcoa College-Community Orchestra.**[2]

**MUS E15 The Maryville College Jazz Band.**[2]

**MUS E16 The Maryville College Community Wind Ensemble.**[2]

[1]. Audition required.
[2]. Some previous instrumental experience required.

# The Bachelor of Science in Health Care

## Dual Degrees with the B.S. in Nursing or the M.S. in Nursing

Assistant Professor Craig, Coordinator

The Bachelor of Science in Health Care is a degree awarded by Maryville College to students who complete one of two available dual-degree programs in nursing. These programs are offered in cooperation with Vanderbilt University and the University of Tennessee, Knoxville.

The curriculum includes three principle elements: general education, major-related subjects, and courses in nursing theory and clinical practice. The general education courses have as their purpose the development of the intellectual and communications skills, the breadth of perspective, and the individual attributes necessary for personal effectiveness and continuing growth. The major-related courses, most of which are in the natural and social sciences, serve as the foundation for upper-level study in professional nursing.

The courses in nursing help the student master critical knowledge and clinical skills, develop essential sensitivities and self-confidence, and understand the evolving role of the professional nurse in health care systems. Clinical nursing courses are taught at the University of Tennessee, Knoxville or Vanderbilt University using suitable classroom and area-wide clinical facilities.

# B.S./M.S.N.: Maryville College and Vanderbilt University, Senior Year in Absentia

The program of study leading to the Bachelor of Science in Health Care from Maryville College and the Master of Science in Nursing from Vanderbilt University consists of six semesters (three academic years) at Maryville followed by six semesters (two academic years and two summers) at Vanderbilt. All general education and major-related courses and a total of 96 credit hours must be completed by the end of the junior year at Maryville. The general education requirement consists of 29 credit hours and two experiential education units. During the junior year, the student makes application to Vanderbilt; admission is determined entirely by Vanderbilt University. Following the fourth year and after the completion of 128 credit hours, the student receives the B.S. in Health Care from Maryville College; the M.S.N. is then completed at Vanderbilt.

## General Education Requirements

English 130
Inquiry/Orientation 110
History 180 or 190
Religion 230 or 240
English 270
Mathematics 120
African Studies 310 or East Asian Studies 320
Fine Arts 210
Humanities 390
(Two Experiential Learning Units required)

## Major-related Requirements

Psychology 101: Introductory Psychology
Psychology 211: Child Development
Sociology 101: Introductory Sociology or
Sociology 211: Cultural Anthropology
Chemistry 117/118: Fundamentals of Chemistry I and II
Biology 217/218: Anatomy and Physiology I and II
Chemistry 119: Nutritional Biochemistry
Physical Education 101: Human Health and Development
Biology 219: Microbiology
Mathematics 221: Inferential Statistics

A total of 96 credit hours must be completed at Maryville College. Recommended electives include courses in a foreign language, economics, management, psychology, sociology and physical education.

# B.S./B.S.N.: Maryville College and the University of Tennessee, Knoxville

The program of study leading to the Bachelor of Science in Health Care from Maryville College and the Bachelor of Science in Nursing from the University of Tennessee consists of eight semesters, four at Maryville and four at both Maryville College and UT. The general education requirement consists of 26 credit hours and one experiential learning unit. General education, major-related, and a few major courses are completed at Maryville, while most courses in nursing are taken at the University. During the junior and senior years, students are enrolled at both institutions.

At the end of fall semester of the sophomore year, students are required to make application to the University of Tennessee, Knoxville and apply for admission into upper division nursing courses. Admission is determined entirely by the University of Tennessee. Dual-degree students are considered for admission from the pool of applicants. Entrance is based on GPA and space availability. Students are required to adhere to the policies of both institutions. Tuition will be paid to Maryville College.

The total curriculum for the B.S./B.S.N., requiring at least 128 credit hours, is tightly structured and highly sequential. For that reason, clarity of purpose, high motivation, and thoughtful planning are necessary to normal degree progress. To ensure that courses are scheduled at the proper time, students are encouraged to consult regularly with the Coordinator or another designated adviser.

## General Education Requirements

English 130
Inquiry/Orientation 110
History 180 and 190
English 270
Mathematics 120
African Studies 310 or East Asian Studies 320
Fine Arts 210
Humanities 390
(One Experiential Learning Unit required.)

## Major-related Requirements

Psychology 101: Introductory Psychology
Psychology 211: Child Development
Sociology 101: Introductory Sociology
Chemistry 117/118: Fundamentals of Chemistry I and II
Biology 217/218: Anatomy & Physiology I and II
Chemistry 119: Nutritional Biochemistry
Physical Education 101: Human Health and Development
Biology 219: Microbiology
Mathematics 115: Precalculus Mathematics

## Courses in Nursing

Nursing 203: Health Assessment
Nursing 301: Pharmacology*
Nursing 302: Introduction to Professional Nursing*
Nursing 311: Acute Care Nursing*
Nursing 351-352: Senior Thesis and Research in Nursing
Nursing 401: Family Health Nursing*
Nursing 403: Community Health Nursing*
Nursing 404: Nursing Management and Strategies*
Nursing 411: Psychosocial Long-term Nursing*

*Denotes courses taken at the University of Tennessee, Knoxville. See catalog for course descriptions.

**203. Health Assessment**
Focus is on the use of interviewing and physical assessment techniques to form a data base on which to begin the use of appropriate nursing systems. Normal findings are emphasized as they are found in various age groups. Common deviations will be discussed. Clinical experience will be provided in the classroom lab and other selected populations. Prerequisites: Psychology 101, Sociology 101 and Biology 217/218

2 credit hours

**351-352. Senior Thesis and Research in Nursing**
Introduction to research methodologies specific to nursing, based on the scientific method. Individual study with guidance of a faculty member, culminating in a formal research paper.

6 credit hours

# Directory

## Officers and Faculty 1992-1993

**(The year noted is that of first appointment)**

## Principal Administrative Officers

MARK C. EBERSOLE
Interim President (1986, 1992)
B.S., Elizabethtown College; M.A., University of Pennsylvania; Ph.D., Columbia University; LL. D., Elizabethtown College.

DEAN A. BOLDON
Academic Vice President and Dean of the Faculty (1979)
B.A., Hanover College; M.Div., Princeton Theological Seminary; Ph.D., Vanderbilt University.

WILLIAM H. ETLING
Vice President for College Advancement (1987)
B.S., Ashland College.

SUE K. WYATT
Vice President for Student Development (1988)
B.S., Shenandoah Conservatory of Music; M.A., Ed.D., George Peabody College for Teachers of Vanderbilt University.

ALDEN E. STUART
Vice President and Treasurer (1990)
B.A., Husson College; M.Ed., University of Maine.

DONNA F. DAVIS
Vice President for Admissions and Enrollment (1979)
B.A., Maryville College; University of Tennessee.

## Administrators Emeriti

JOSEPH J. COPELAND
President Emeritus (1961)
B.A., Trinity University; B.D., McCormick Theological Seminary; D.D., Trinity University; LL.D., Maryville College.

FRANK DeLOSS McCLELLAND
Dean Emeritus (1937)
B.A., Grove City College; Pennsylvania State University; M.S., LL.D., Grove City College.

# Faculty

SUSAN H. AMBLER
Assistant Professor of Sociology (1990)
B.A., University of Oklahoma; M.A., Ph.D., Ohio State University.

CHARLOTTE HUDGENS BECK
Professor of English (1966)
B.Mus., M.A., Ph.D., University of Tennessee, Knoxville.

JILL STAPLETON BERGERON
Assistant Professor of Theatre (1991)
B.A., Emory & Henry College; M.A., Ph.D., Louisiana State University.

THELMA E. BIANCO
Assistant Professor of Art (1971)
B.S.Ed., Texas Technological University; M.A., Texas Women's University; M.F.A., East Tennessee State University.

JAMES ALBERT BLOY
Professor of Music (1953)
B.A., B.Mus., North Central College; M.Mus., Eastman School of Music; S.M.D., School of Sacred Music, Union Theological Seminary.

DEAN ALLEN BOLDON
Professor of Sociology (1979)
B.A., Hanover College; M.Div., Princeton Theological Seminary; Ph.D., Vanderbilt University.

ROBERT JOHN BONHAM
Professor of Music (1965)
B.Mus., Phillips University; M.Mus., University of Kansas; Ph.D., Ohio University.

SCOTT BRUNGER
Associate Professor of Economics (1982)
A.B., Yale University; Ph.D. New School for Social Research.

TERRY ALLEN BUNDE
Professor of Chemistry (1977)
B.S., Rollins College; Ph.D., University of Florida; Baylor College of Medicine.

LEONARD BUTTS
Assistant Professor of English (1988)
B.S., M.A., University of Florida; Ph.D., University of Tennessee, Knoxville.

DAVID RAY CARTLIDGE
Ralph W. Beeson Professor of Religion; Chair, Department of Religion and Philosophy (1966)
A.B., College of Wooster; B.D., McCormick Theological Seminary; Th.D., Harvard University.

MARTHA PRATER CRAIG
Assistant Professor of Nursing and Associate Dean (1987)
B.S., M.S.N., Ph.D., University of Tennessee, Knoxville.

WILLIAM HUNTER DENT
Professor of Mathematics; Chair, Department of Mathematics and Computer Science (1964)
B.A., Maryville College; M.S., University of Kentucky; Ph.D., University of Tennessee, Knoxville.

CLARICE MARIE DOUCETTE
Assistant Professor of French (1992)
B.A., Colorado State University; M.A., University of Kansas; Ph.D., Washington University.

ROBERT EDGAR GREENEY
Assistant Professor of Physics (1989)
B.A., Fordham College; Ph.D., Clark University.

GLENN A. HEWITT
Assistant Professor of Religion and Philosophy (1988)
B.A., Wake Forest University; M.Div., Southern Baptist Theological Seminary; Ph.D., University of Chicago.

HARRY LEE HOWARD
Professor of Political Science; Chair, Division of Social Sciences (1976)
B.A., Tennessee Wesleyan College; M.A., M.Th., Southern Methodist University; Ph.D., University of Tennessee, Knoxville.

SALLY ELIZABETH JACOB
Associate Professor of Psychology (1985)
B.A., Shimer College; M.A., Boston University; M.S.E., University of Southern Maine; Ph.D., University of Tennessee, Knoxville.

SHERRYL DAVIS KASPER
Assistant Professor of Economics (1990)
B.A., DePauw University; M.P.A., University of Colorado; M.A., Ph.D., University of Tennessee, Knoxville.

MARCIA J. KEITH
Associate Professor of Education; Director, Teacher Education (1987)
B.A., The University of Massachusetts; Ed.M., Harvard University; Ph.D., University of Tennessee, Knoxville.

WILLIAM BENJAMIN KELLY
Assistant Professor of Mathematics (1992)
B.S., Davidson College; M.S., Georgia State University; Ph.D., Georgia Institute of Technology.

YOUNG-BAE KIM
Professor of Political Science; Coordinator, International Studies (1979)
B.A., Yonsei University; M.S., Indiana University; Ph.D., University of Kansas.

ROBERT E. LEDMAN
Assistant Professor of Management (1992)
B.A., M.B.A., University of Maryland; Virginia Commonwealth University.

WALLACE LEIGH LEWIS
Professor of History (1962)
B.A., University of Akron; M.A., Ph.D.,University of Iowa.

MARGARET ANNE MAHER
Instructor in Sign Language Interpretation (1989)
B.A., Maryville College; M.S.S.W., University of Tennessee, Knoxville; Western Maryland College.

SARAH BROWN MCNIELL
Associate Professor of History; Chair, Department of History (1954, 1982)
B.A., Maryville College; M.A., Ph.D., University of Tennessee, Knoxville.

SHERI T. MORAN
Instructor in Sign Language Interpretation (1991)
B.A., Maryville College; Western Maryland College.

ROBERT JAMES NAYLOR
Professor of Chemistry; Chair, Division of Natural Sciences (1975)
On the Aluminum Company of America Foundation
B.S., Butler University; Ph.D., Case Western Reserve University.

JOHN W. NICHOLS
Professor of Mathematics, Coordinator of Academic Computing (1967)
B.S., Maryville College; M.S., Ph.D., University of Tennessee, Knoxville.

CHRISTINE RICHERT NUGENT
Instructor, Reference Librarian (1991)
B.A., East Texas State University; M.S.L.S., University of Tennessee, Knoxville.

SAMUEL A. OVERSTREET
Assistant Professor of English (1990)
B.A., Yale University; Ph.D., Cornell University.

CHOI PARK
Associate Professor, Catalogue Librarian (1970)
B.A., Ewha Women's University; M.L.S., George Peabody College for Teachers of Vanderbilt University.

ELIZABETH PEREZ-REILLY
Associate Professor of Spanish (1986)
B.A., College of Wooster; M.A., University of Kansas; Ph.D., Vanderbilt University.

JOHN HENRY PERRY
Associate Professor; Chair, Department of Physical Education and Recreation (1985)
B.A., Knoxville College; M.S., University of Tennessee, Knoxville; Ph.D., Southern Illinois University.

JERRY L. PIETENPOL
Assistant Professor of Mathematics and Computer Science (1990)
B.S., Davidson College; A.M., Ph.D., Columbia University; M.S., North Carolina State University.

DAVID REED POWELL
Instructor in English (1988)
B.A., Maryville College; M.A., University of Tennessee, Knoxville.

ROBERT CLINTON RAMGER
Associate Professor of Biology (1956)
B.S., Maryville College: M.S., Ph.D., University of Tennessee, Knoxville; University of Minnesota.

LORI ANN SCHMIED
Assistant Professor of Psychology (1989)
B.A., Ph.D., University of Tennessee.

SUSAN SCHNEIBEL
Associate Professor of Comparative Literature; Chair, Department of Languages and Literature (1984)
B.A., Emmanuel College; M.A., Rutgers University; Oxford University; Dr. Phil., University of Erlangen-Nürnberg.

SALLIE WARTH SCHOEN
Associate Professor of Music (1955)
B.Mus., Oberlin Conservatory of Music; M.Mus., Indiana University; Mozarteum, Salzburg; Dalcroze Certificate, Ithaca College.

VICTOR ROBERT SCHOEN
Associate Professor of Music (1955)
B.A., Miami University; M.Mus., Indiana University; Mozarteum, Salzburg.

LYNNETTE CARLSON SIEVERT
Assistant Professor of Biology (1991)
B.S., Buena Vista College; M.S., Eastern Kentucky University; Ph.D., University of Oklahoma; Auburn University.

TERRY LYNN SIMPSON
Assistant Professor of Education (1990)
B.A., Free Will Baptist Bible College; B.A., M.S., University of Tennessee, Knoxville; M.Div., Southwestern Baptist Theological Seminary; Ed.D., East Texas State University.

LARRY GENE SMITHEE
Assistant Professor of Music (1991)
B.M.E., M.M.E., Arkansas State University; Ed.D., Washington University.

MARY KAY SULLIVAN
Assistant Professor of Management (1989)
B.A., University of Arkansas; M.A., Bryn Mawr College; M.B.A., Ph.D., University of Tennessee, Knoxville.

DANIEL TADDIE
Sheila Sutton Hunter Professor of Music; Chair, Division of Fine Arts (1990)
B.A., Marycrest College; M.A., M.F.A., Ph.D., University of Iowa.

AMY LIVINGSTONE THOMPSON
Assistant Professor of History (1992)
B.A., M.A., Ph.D., Michigan State University

PAUL FREDERICK THREADGILL
Assistant Professor of Biology (1988)
B.S., M.S., University of Kentucky; University of North Carolina; Ph.D., University of Western Ontario.

MICHAEL A. TORRES
Associate Professor of Biology (1990)
B.S., Angelo State University; Ph.D., Texas Agricultural & Mechanical University; Dalhousie University; University of Guelph.

JERRY EARL WATERS
Professor of Psychology; Chair, Division of Behavioral Sciences and Human Services (1963)
B.A., Maryville College; M.A., Ph.D., University of Kentucky.

JOAN H. WORLEY
Professor; Director, Library (1984)
B.A., Texas Technological University; M.S.L.S., University of Tennessee, Knoxville.

## Adjunct Faculty

NANA AGYENIM-BOATENG
African Studies
B.S., M.S., University of Tennessee, Knoxville; University of Tennessee, Knoxville.

VANDY P. BEARD
Psychology (1990)
B.S., Radford University; M.S., University of Tennessee, Knoxville.

ALICIA BERRY
Accounting (1984)
B.S., American University; M.Ac., University of Tennessee, Knoxville.

LEON BINDER
Computer Science (1989)
B.S., M.S., University of Tennessee, Knoxville.

ROBERT LEE BIRDWELL, JR.
Art (1985)
B.A., University of Tennessee, Knoxville; M.F.A., University of Iowa.

BEN BOLT
Guitar (1979-80, 1991)
Musica en Compostele, Santiago de Compostela, Spain; M.Mus, Esquela Normal de Musica, Montevideo, Uruguay.

ARTHUR STORY BUSHING
English (1943)
B.A., Maryville College; M.A., University of Tennessee, Knoxville; Litt.D., Maryville College.

KATHRYN BYRD
English (1989)
B.A., M.A., University of Tennessee, Knoxville.

F. MICHAEL COMBS
Percussion (1982)
B.A., University of Illinois; M.A., University of Missouri.

MARGARET PARKS COWAN
Religion (1990)
B.A., Randolph-Macon Woman's College; M.A., Saint Mary's University of San Antonio; Ph.D., Vanderbilt University.

DUNCAN VENABLE CRAWFORD
Business Law (1974)
B.S., Rhodes College; J.D., University of Tennessee, Knoxville.

CAROLYN BLACK DOUGALL
English as a Second Language (1990)
B.A., Davis and Elkins College; M.A., University of Michigan.

ERIC ETCHINSON
Physical Education (1992)
B.A., Maryville College; M.S., United States Sports Academy.

PEPE FERNANDEZ
Physical Education (1989)
B.S., Tennessee Wesleyan College; M.S., Lincoln Memorial University.

JOHN FOX
Violin, String Instruments (1989)
B.Mus., M.Mus., West Virginia University.

KELLY FRANKLIN
English Language (1986)
B.A., Rice University; M.A., Ohio University.

KUMIKO FRANKLIN
Japanese, Assistant Advisor to International Students (1986)
B.A., Doshisha University; M.A., Ohio University.

ELIZABETH ANN GOODE
Flute (1991)
B.Mus., M.Mus., University of Tennessee, Knoxville; M.Mus., M.M.A., Yale University.

BRUCE GUILLAUME
Psychology (1978)
B.A., Maryville College; A.C.S.W., University of Tennessee, Knoxville.

DEBORA S. HATCH
Physical Education (1990)
B.S., M.S., Eastern Kentucky University.

ROBERT L. HUTCHENS
English Language (1989)
B.A., University of Tennessee, Knoxville.

MARTHA MILLER JENKINS
Speech (1990)
B.S., Maryville College; M.A., University of Tennessee, Knoxville.

JEAN MCCOY LAFOREST
English as a Second Language (1990)
B.A., Eastern Illinois University; University of Tennessee.

RANDALL DEAN LAMBERT
Physical Education; Athletic Director and Basketball Coach (1980)
B.A., Maryville College; M.S., University of Tennessee, Knoxville.

REBECCA YOUNG MARCUM
Library (1986)
B.S., East Tennessee State University; M.S.L.S., University of North Carolina, Chapel Hill; M.A., East Tennessee State University.

FRANK H. MARSH
Philosophy (1992)
J.D., M.A., Ph.D., University of Tennessee, Knoxville.

SUSAN G. MCFALLS
English Language (1989)
B.S., M.A., Southern Illinois University.

MICHAEL SEAN MILLS
Sociology (1990)
B.A., Lee College; M.A., University of Tennessee, Knoxville.

WESLEY MOORE
Physical Education (1987)
B.S., Johnson Bible College; B.S., M.S., University of Tennessee, Knoxville.

CARLENE S. MORTON
Education (1991)
B.S., M.S., University of Tennessee, Knoxville.

ALAN REIHL
Theatre (1989)
B.A., University of New Hampshire; M.F.A., University of North Carolina, Chapel Hill.

MARGARET STEVENSON RIBBLE
Mathematics, Associate Director, Learning Center (1989)
B.S., Maryville College; M.M., University of Tennessee.

MARJORIE RICHARDSON
Chemistry (1991)
B.A., Florida State University; B.A., Maryville College; M.S., University of Mississippi.

EILEEN RIORDAN
Biology (1984)
B.A., Emmanuel College; M.A., Madras University; Ph.D., Boston College.

WILLIAM N. ROBINSON, JR.
Director, Maryville-Alcoa College-Community Orchestra (1991)
B.S., M.S., University of Tennessee, Knoxville.

KANDIS MARIE SCHRAM
Physical Education (1985)
B.A., Maryville College.

ANN KILLEBREW TADDIE
Voice (1991)
B.Mus., M.A., University of Iowa.

MARK STEPHEN TUCKER
Woodwinds (1991)
B.Mus., University of Tennessee, Knoxville; M.Mus., Manhattan School of Music.

PHILLIP COOPER WILKS
Physical Education (1988)
B.A., M.A., Marshall University.

CHERYL VAN METRE
Dance (1975)
Royal Academy of Dancing, London, England; International Ballet Seminar, Copenhagen, Denmark; Academia da Danza, Mexico City, Mexico; Advanced Teaching Certificate, Dance Educators of America, New York City.

SHARON WOOD
Physical Education (1989)
B.A, Maryville College; M.A., University of Tennessee, Knoxville.

# Professors Emeriti/Emeritae

CAROLYN LOUISE BLAIR
English
B.A., University of Montevallo; M.A., Ph.D., University of Tennessee, Knoxville.

RALPH STOKES COLLINS
Foreign Languages
B.A., M.A., University of North Carolina; Ph.D., Johns Hopkins University.

ELIZABETH THOMAS FOWLER
English
B.A., Birmingham-Southern College; B.D., Vanderbilt University; M.A., Ph.D., University of Tennessee, Knoxville.

FRED ALBERT GRIFFITTS
Chemistry
B.A., Maryville College; M.S., Iowa State University; Ph.D., Indiana University.

HARRY HAROLD HARTER
Music
B.A., San Jose State College; M.Mus., University of Nebraska; S.M.D., School of Sacred Music, Union Theological Seminary.

HARRY BAYARD PRICE
Economics
B.A., Davidson College; M.A., Yale University; LL.D., Maryville College; LL.D., Davidson College.

ARTHUR RANDOLPH SHIELDS
Biology
B.A., Maryville College; M.S., Ph.D., University of Tennessee, Knoxville.

ARDA SUSAN WALKER
History
B.A., Maryville College; M.A., University of Tennessee; Ph.D., University of North Carolina.

# Administration

VANDY P. BEARD
Director of Learning Center (1990)
B.S., Radford University; M.S., University of Tennessee, Knoxville.

ALICIA BERRY
Director of Accounting (1984)
B.S., American University; M.Ac., University of Tennessee, Knoxville.

LEON BINDER
Director of Data Systems and Institutional Research (1989)
B.S., M.S., University of Tennessee, Knoxville.

KELLY FRANKLIN
Director, Center for English Language Learning (1986)
B.A., Rice University; M.A., Ohio University.

JEANNE M. FULKERSON
Director of Annual Giving (1990)
B.A., St. Mary's University.

MARCIA A. GIBSON
Director of Campus Life (1991)
B.A., Central Michigan University; M.A., Eastern Michigan University.

BRUCE GUILLAUME
Director, Life Enrichment Center (1978)
B.A., Maryville College; A.C.S.W., University of Tennessee, Knoxville.

MARTHA LEE HESS
Registrar (1974)
B.A., Maryville College.

VENITA JONES
Director of Financial Aid (1991)

RANDALL DEAN LAMBERT
Athletic Director and Basketball Coach (1980)
B.A., Maryville College; M.S., University of Tennessee, Knoxville.

ANNABELLE J. LIBBY
Director of Transfer Recruitment (1982)
B.A., Maryville College; M.A.L.S., Kent State University.

ANDREW K. McCALL
Physical Plant Director (1988)
B.S., Tennessee Technological University.

ELEANOR C. MORROW
Director of Development and Executive Director of Vision 1994 Campaign (1977)
B.A., Montclair State College; University of Tennessee, Knoxville.

DEBORAH STEARNS NICHOLS
Coordinator, Library Computer Services and Acquisitions (1979)
B.A., Maryville College; M.L.S., University of Tennessee, Knoxville.

STEPHEN R. NICKLE
Chaplain and Director of Volunteer Services (1991)
B.A., Princeton University; United Theological College, Kingston, Jamaica; M.Div., Columbia Seminary.

JANE GILBERT OVERBEY
Director of Alumni and Parents Programs (1991)
B.Mus., Meredith College; M.S., University of Tennessee, Knoxville.

ELIZABETH WELSH RANKIN
Director, Donor Research/Prospect Records and Research (1959)
B.A., Maryville College.

JANE G. RICHARDSON
Director of Career Planning and Placement (1976)
B.S., University of Tennessee, Knoxville; University of Tennessee, Knoxville.

LEW CLARK RUDISILL
Director, Conferences amd Special Programs (1987)
University of Tennessee, Knoxville.

RICHARD A. TATUM
Director of Church Relations (1990)
B.S., University of North Carolina, Chapel Hill; D.Mn., Union Theological Seminary, Richmond.

JOANNE M. WOOD
Director, Continuing Education (1989)
B.S., M.S., Southern Illinois University; University of Tennessee.

EMILY C. YARBOROUGH
Director of Communications (1987)
B.S., The University of Tennessee, Knoxville.

# Board of Directors

## Class of 1992

Mr. Carle M. Davis, Maryville, TN
Dr. William O. DeWeese, Tampa, FL
Reverend Dr. G. Kenneth Gates, Maryville, TN
Mr. Sheridan H. Greaser, Geneva, Switzerland
Mr. James M. Hart, Knoxville, TN
Ms. Mary Ellen Mitchell, Knoxville, TN
Mr. George A. Painter, Jr., Maryville, TN
Mr. Harwell W. Proffitt, Maryville, TN
Mr. Richard E. Ragsdale, Nashville, TN
Mr. Richard E. Ray, Alcoa, TN
Dr. Marilyn V. Yarbrough, Morgantown, WV

## Class of 1993

Dr. Tutt S. Bradford, Maryville, TN
Ms. Janet Vail Conway, Washington, DC
Mr. Clifford H. Henry, Jr., Maryville, TN
Mr. J. William Holt, New York, NY
Mr. Hugh O. Hunter, Sr., Birmingham, AL
Dr. Richard L. Leatherwood, Baltimore, MD
Reverend Dr. M. Scott McClure, Birmingham, AL
Mr. John C. Thornton, Sugar Valley, GA
Dr. Jon M. Veigel, Oak Ridge, TN
Mr. Lew E. Weems, Maryville, TN

## Class of 1994

Mrs. Eleanor Dixon, Fort Lauderdale, FL
Dr. Dorsey Daniel Ellis, Jr., Saint Louis, MO
Ms. Natalie L. Haslam, Knoxville, TN
Reverend Dr. G. Carswell Hughs, Knoxville, TN
Ms. Diane Humphreys-Barlow, Knoxville, TN
Mr. Ronald Y. Koo, Dallas, TX
Mrs. Linda Z. Marston, Washington, DC
Mr. John R. Rainey, Alcoa, TN
Mr. William B. Sansom, Knoxville, TN
Reverend Mr. Gordon C. Stewart, Cincinnati, OH
Reverend Dr. Thomas D. Walker, Franklin, TN
Ms. Mary Witherspoon, Huntsville, AL

## Directors Emeriti/Emeritae

Edwin J. Best, Maryville, TN
James Hayden Laster, Maryville, TN
John Nevius Lukens, Brigmingham, AL
Judson B. Murphy, Maryville, TN
Samuel M. Nabrit, Atlanta, GA
James N. Proffit, Sr., M.D., Maryville, TN
Algie Sutton, Birmingham, AL
Harold Blake Walker, Evanston, IL

## Honorary Directors

Edward Brubaker, Prairie Village, KS
Arnold Kramer, Knoxville, TN
John Magill, Cape Coral, FL
Dan McGill, Philadelphia, PA

# Index

Academic Advising ..... 25
Academic Calendar ..... 8, 9
Academic Probation ..... 47
Academic Standards ..... 44
Academic Standing ..... 47
Accounting ..... 69
Administrative Officers ..... 133
Administration ..... 142
Admissions Procedures ..... 11
Admissions Requirements ..... 12
Advanced Placement Examination Program ..... 14
American Sign Language ..... 60
American Studies ..... 60
Application for Admission ..... 11
Application for Financial Aid ..... 21
Applied Music ..... 127
Argonne Semester ..... 34
Art ..... 61
Athletics ..... 24
Auditions ..... 122
Bachelor of Arts Degree ..... 53
Bachelor of Music Degree ..... 53
Bachelor of Science Degree ..... 53
BA/MBA Program ..... 29
Biology ..... 63
Board of Directors ..... 144
Bonner Scholarships ..... 21
BS/BSN Program ..... 130
BS/MSN Program ..... 129
Business ..... 69
Campus Facilities ..... 26
Career and Graduate School Preparation ..... 39
- Arts and Sciences ..... 39
- Business ..... 39
- Engineering ..... 40
- Interpreting for the Deaf and Hard-of-Hearing ..... 40
- Law ..... 41
- Medicine and Other Health-Related Professions ..... 41
- Natural Sciences ..... 42
- Nursing ..... 42
- Teaching ..... 42

Career Planning and Placement ..... 25
Center for Campus Ministry ..... 23
Center for English Language Learning ..... 14

Chemistry ....71
Child Development and Learning ....76
Church Music ....123
Class Attendance ....43
Class Schedule ....43
Clubs, Organizations, and Societies ....23
College-Level Examination Program ....48
Cooperative Programs ....29
Commencement Participation Policy ....48
Community Forum ....35
Comprehensive Examination ....55
Computer Science/Business ....76
Computer Science/Mathematics ....76
Continuing Education, Office of ....14
Costs ....17
Counseling Services ....23
Course Load ....43
Conferral of Degrees ....48
Credit by Examination ....47
Dance ....78
Dean's List ....46
Debate ....78
Degree Requirements ....27
Degrees ....27
Deposits ....18
Directory ....133
Dismas House ....37
Early Admission ....13
Economics ....83
Education ....81
Employment ....22
Engineering ....83
English ....83
English as Second Language ....88
English Proficiency Examination ....54
Environmental Science ....88
Evening College Degree Program ....14
Exchange Programs ....31
Experiential Learning ....55
Faculty ....134
Fees ....17
Financial Planning ....21
Food Services ....24
Foreign Languages ....88
French ....89
Freshman Inquiry Seminary and Orientation ....57
General Education Requirements for B.A. Degree ....56
General Education Requirements for B.Mus. Degree ....123

General Education Requirements for B.S. Degree ....129
German ....89
Grade Point Average ....46
Grades, Notification of ....46
Grading System ....44
Graduation Honors ....47
Grants ....22
Great Smoky Mountains Institute at Tremont ....37
Greek ....90
Health Care degree ....128
Health Insurance ....25
History ....90
Honors Study ....35
Individualized Major ....27
Individual Study Course ....34
International Center ....23
International Studies ....93
International Study ....31
Internships and Practica ....32
Japanese ....94
Late Enrollment and Withdrawal ....43
Latin ....94
Library ....30
Life Enrichment Program ....36
Loans ....22
Location ....26
Major Fields ....28
Majors ....27
Management ....94
Marine Biological Laboratories, Woods Hole ....34
Maryville College, History of ....4
Mathematics ....96
Medical Services ....25
Medieval Studies ....99
Minors ....29
Model United Nations ....33
Mountain Challenge ....36
Music ....99
Music Education ....123
Nursing ....131
Oak Ridge Associated Universities ....34
Oak Ridge National Laboratories ....34
Out-of-Class Activities ....23
Payment Adjustments ....19
Payment Policy ....18
Placement Testing ....54
Performance ....124
Philosophy ....99

Physical Education and Recreation ....100
Physics ....105
Political Science ....106
Professors Emeriti/Emeritae ....142
Psychology ....108
Ralston Energy Systems Europe Internships ....33
Reading ....111
Readmission ....47
Recreation ....101
Refund Policies ....19
Religion ....111
Residence Halls ....24
Residency Requirement ....24
Savannah River Ecological Station ....34
Scholarships ....21
Science Research and Field Experiences ....34
Senior Thesis ....56
Sign Language/Interpreting ....113
Social Sciences ....115
Sociology ....116
Spanish ....117
Special Learning Opportunities ....31
Specialized Programs of Instruction ....53
Speech ....119
Statement of Purpose ....3
Student Center ....24
Student Classification ....44
Student Responsibility ....49
Study Abroad ....32
Theatre ....120
Transfer Credit ....12
Veterans ....13
Washington Center for Learning Alternatives ....33
Withdrawal Procedure ....13
Writing/Communication ....121

Maryville College reserves the right to withdraw courses at any time, change fees, rules, calendar, curriculum, graduation requirements, and any other requirements affecting students.

Additional academic information on class meeting times and places is available in the separate MC course schedule booklet published by the Registrar's Office. Students should consult the MC *Student Handbook* for policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct, residence hall regulations and the MC policy on Students' Rights to Privacy in compliance with the Family Educational Rights and Privacy Act of 1974. Student grievances are handled through the College's Office of Student Development. Copies of the grievance procedure are available from that office.

Maryville College does not discriminate on the basis of race, sex, color, religion, national origin, age, handicap, or veteran status in provision of educational opportunities and benefits.

Pursuant to the requirements of Title IX of the Education Amendments of 1972, P.L. 92-318; and Section 504 of the Rehabilitation Act of 1973, P.L. 93-112, Maryville College does not discriminate on the basis of sex or handicap in the education programs and activities which it operates. This policy extends to both employment by and admission to the College.

Inquiries concerning Title IX and Section 504 should be directed to the Office of the President, Anderson Hall, 981-8000. Charges of violation of the above policy should also be directed to the President's Office.

MARYVILLE COLLEGE
Maryville, Tennessee 37801
615/981-8000